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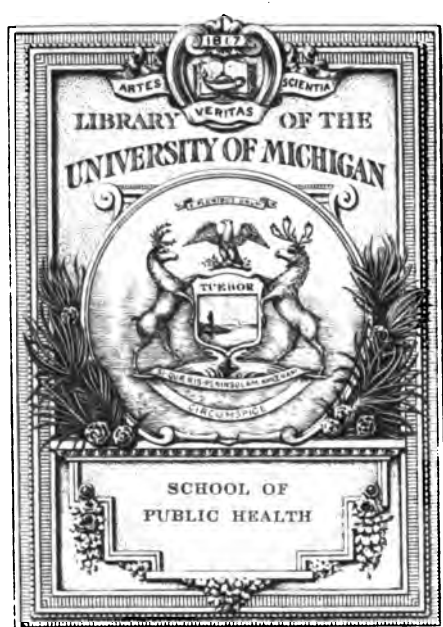
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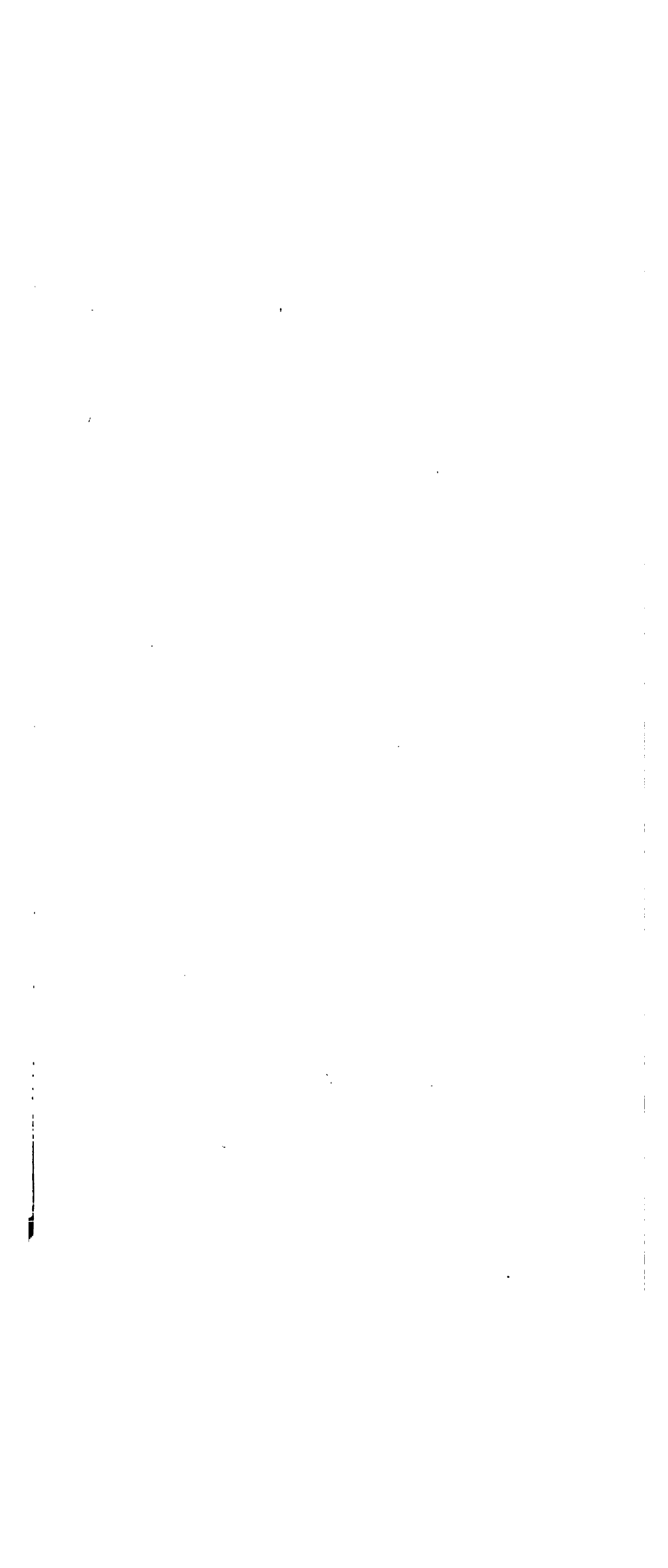
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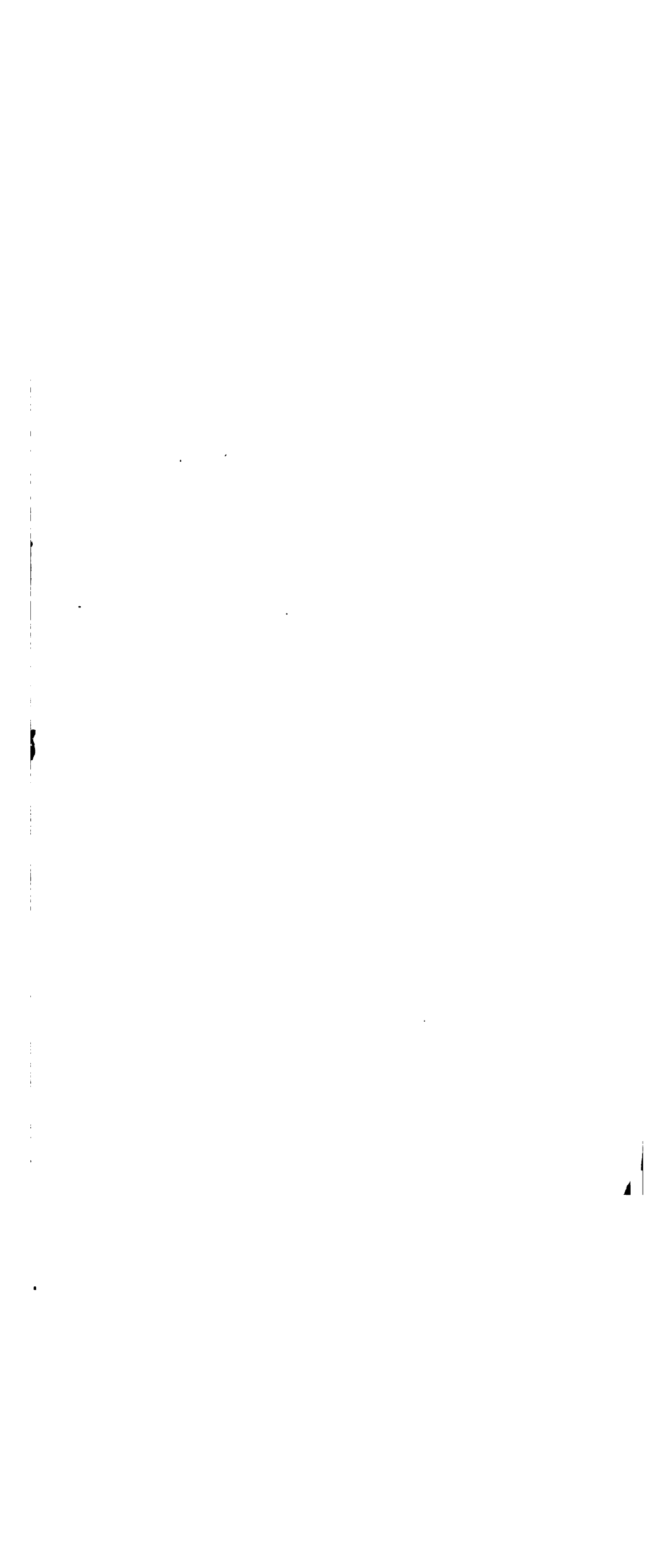
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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

TABLE 1. CONTINUED

INFANT MORTALITY

NOVEMBER, 1917

A STUDY OF INFANT MORTALITY
IN A SOUTHERN COMMUNITY

INFANT MORTALITY MONOGRAPH
No. 1



WASHINGTON
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CHILDREN'S BUREAU

INFANT MORTALITY

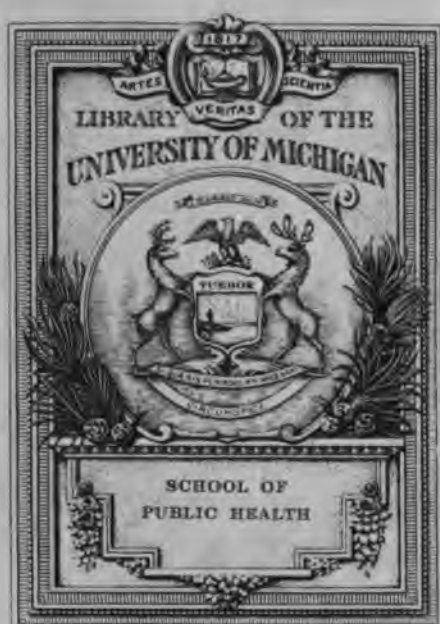
MONTCLAIR, N. J.

A STUDY OF INFANT MORTALITY
IN A SUBURBAN COMMUNITY

THE INFANT MORTALITY COMMISSION
MONTCLAIR, N. J.



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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. LATHROP, Chief

INFANT MORTALITY

MONTCLAIR, N. J.

A STUDY OF INFANT MORTALITY
IN A SUBURBAN COMMUNITY



INFANT MORTALITY SERIES No. 4

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CHILDREN'S BUREAU

EDWARD LUTHERUS LAMM

INFANT MORTALITY

MONTCLAIR, N. J.

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THIRD EDITION (1911)



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Public Health

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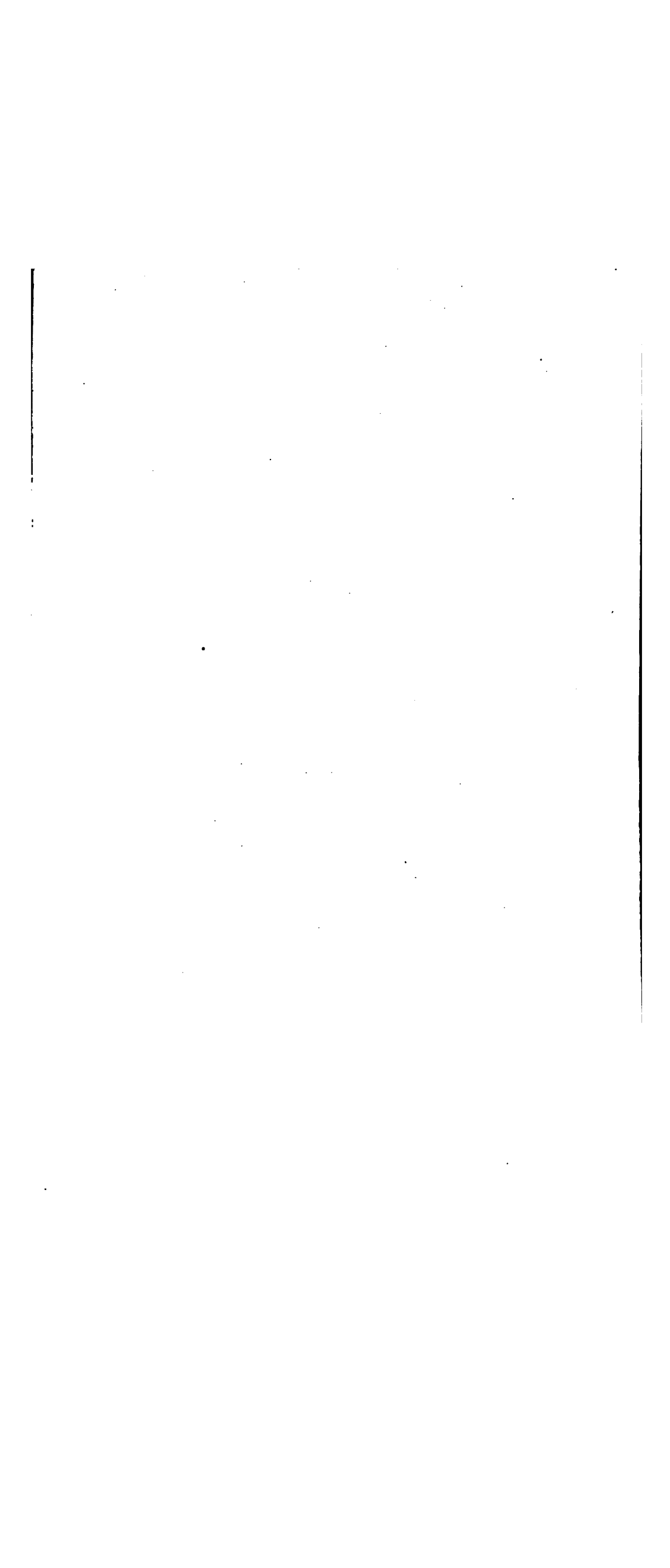


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LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, March 8, 1915.

SIR: I transmit herewith a study of infant mortality in the town of Montclair, N. J.

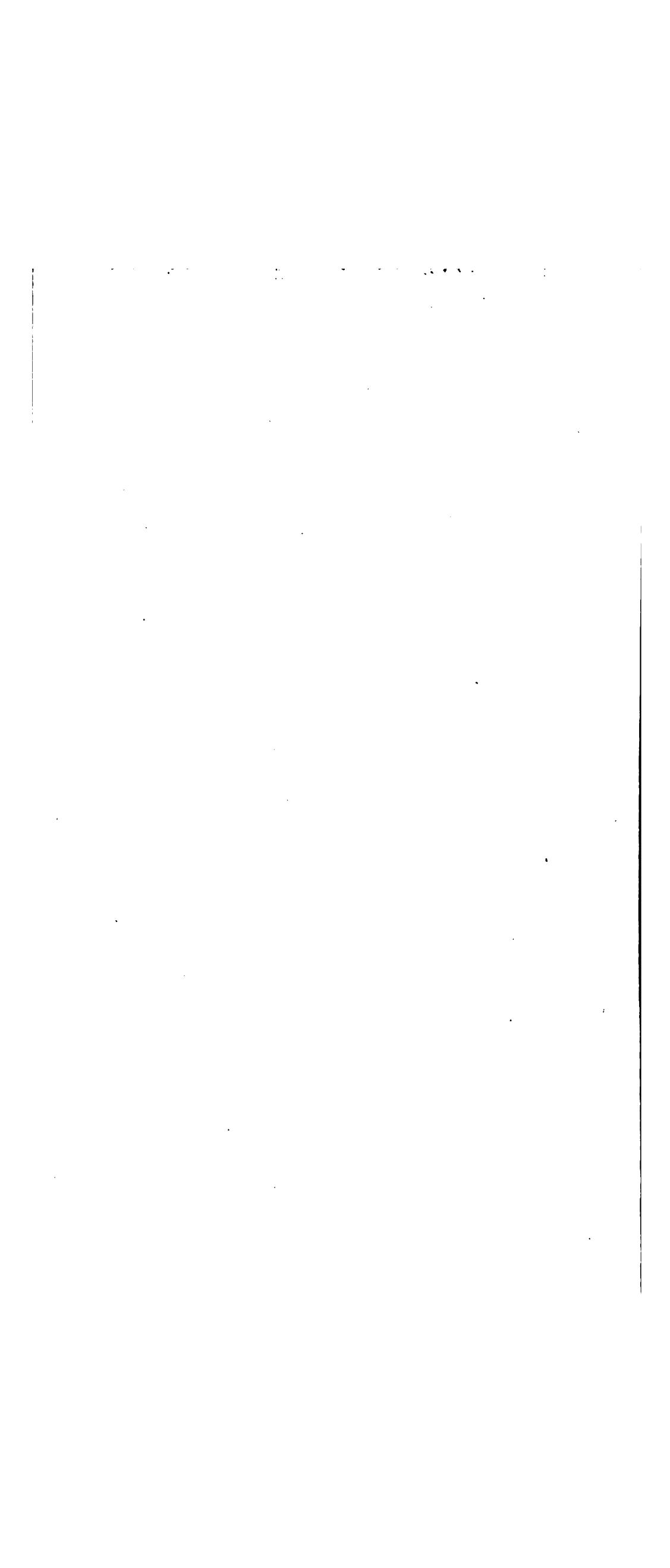
In this study the Children's Bureau cooperated with the health authorities of Montclair. The schedules were furnished by the Children's Bureau and the data were collected by nurses of the town health department under the direction of Mr. C. H. Wells, health officer. Miss Sophia A. Vogt, of the Children's Bureau, visited Montclair and started the inquiry. The material was tabulated in the bureau and the text written by Miss Margaretta A. Williamson, of the bureau staff.

This description of the life of babies in Montclair during one calendar year is of interest because it shows the facts regarding a particularly favored suburban community in charge of a notably efficient health officer. It is seen that the general infant death rate of Montclair was 84.6 as against an estimated rate of 124 for the birth-registration area of the United States for 1910. A reading of the report shows the variations above and below the average rate in the different localities of the town and their accompanying characteristic factors.

Respectfully submitted.

JULIA C. LATHROP, *Chief.*

HON. WILLIAM B. WILSON,
Secretary of Labor.



INFANT MORTALITY: MONTCLAIR, N. J.

INTRODUCTION.

The Montclair Board of Health in 1913 determined to conduct an inquiry into infant mortality in Montclair, basing its inquiry upon all the births which occurred in the town during the calendar year 1912 and proceeding according to the plan adopted by the Federal Children's Bureau for its series of infant mortality studies. Schedule forms, such as had been used by the Children's Bureau in its field study in Johnstown, Pa., were furnished to the board of health, and a field agent of the bureau was sent to Montclair to explain to the local investigators the schedule questions and the bureau's methods of collecting statistical information. Two Montclair nurses visited the homes of the babies, interviewed the mothers, and filled out for each baby a schedule covering the first year of its life or as much of the first year as it survived. The fourth-ward mothers were visited by the board of health nurse. The other nurse was engaged to make the investigations in the rest of the town. Believing that a report of the results of this inquiry into infant mortality in a suburban community would be of interest, the scheduled information has been tabulated by the Children's Bureau.

In the report have been included a brief description of the town, an analysis of infant mortality in Montclair in 1912, and a discussion of the various social and civic factors which in Montclair seem to have been closely related to the problem of infant mortality.

The chief sources of information were as follows: Interviews with the Montclair mothers, who by their interest and cooperation made the inquiry possible; interviews with public officials and with doctors, nurses, and others who had been closely connected with infant-welfare work; annual reports of the town departments, particularly the full and detailed reports of the board of health; reports of social and charitable agencies; and personal observation of conditions.

In view of the decision to include in this inquiry all babies born in Montclair in 1912, and to study the conditions surrounding them during their first year of life, the birth certificates were copied from the records of the health officer for all babies born in that year, and a 12-months' lapse of time from the date of birth was allowed in each

case before the baby was visited; i. e., a baby born in November, 1912, was not visited until after November, 1913, in order that the first 12 months of life might have been completed. Births (numbering 53) to nonresident parents at the Mountainside Hospital and stillbirths (20) were excluded from the study.¹

The mothers of the babies, located from the addresses on the birth certificates, were interviewed and questioned as to the care and home environment of the babies during the first year. The investigation was entirely democratic. All mothers who could be found, whether rich or poor, native or foreign, were visited. Notwithstanding the personal nature of the schedule questions only 8 mothers refused to give the information. From the 518 birth certificates, complete schedules relating to 402 babies were secured and are included in the statistics of this report. Information relating to 116 births could not be obtained for the following reasons: Seventy-three mothers had moved away from Montclair; 20 could not be located; 8 refused to give the information; 1 mother had died; 3 were ill; 1 baby was found to have been born outside of Montclair; 6 mothers were not visited; and in 4 cases the information was not used because it had not been obtained from the mother.

The infant mortality rate in this study is obtained by comparing the number of babies born alive in Montclair in 1912 and included in this study with the number of these same babies who died before they were a year old. The number of such deaths per 1,000 live births gives an exact infant mortality rate for the limited group considered. This method, which has been worked out for the infant mortality series of the Children's Bureau, differs from the usual method of computing the infant mortality rate. The usual method is to compare the live births in a given area during a single calendar year with the deaths under 1 year occurring during the same year, regardless of the possibility that some of the babies who died during the year may have been born in a different area and that not all who die under 12 months of age die in the calendar year of their birth.

¹ The following summary of the number of stillbirths and the number per hundred live births from 1908 to 1912 has been prepared from the Annual Report of the Board of Health for 1912:

Year.	The town.		Colored.		Italian.		Other white.	
	Number.	Per hundred live births.	Number.	Per hundred live births.	Number.	Per hundred live births.	Number.	Per hundred live births.
1908.....	20	4.7	5	7.6	2	2.3	13	4.8
1909.....	24	5.6	7	12.1	4	5.8	13	4.4
1910.....	20	4.7	5	8.6	3	2.8	12	4.7
1911.....	15	3.2	4	6.4	5	5.1	6	2
1912.....	20	3.9	4	4.9	6	4.5	10	3.3

GENERAL CHARACTERISTICS OF MONTCLAIR.

Location.—Montclair lies 13 miles to the northwest of New York City, in Essex County, N. J., and is served by the Erie and the Delaware, Lackawanna & Western Railroads and by an interurban trolley. Located in a well-wooded, country-like section of New Jersey, it occupies a long rectangular area comprising 6.1 square miles and extending along the slope of the first range of the Orange Mountains. With an average altitude of 300 feet, it has become noted for its healthful climate.

History.—Montclair had its origin over two centuries ago in the little settlement "Cranetown," then an outlying plantation of Newark. The early settlers were English, who came to New Jersey from the colony of New Haven. In 1812 Bloomfield, including Cranetown, then known as West Bloomfield, was organized as a separate township. In 1860 the name of Montclair was substituted for West Bloomfield, and in 1868 Montclair, together with the Dutch settlement Speertown—the nucleus of Upper Montclair—was incorporated as a separate township. In 1894 Montclair became a town.¹

Population.—In 1910, according to the Federal census, Montclair had a population of 21,550, of which, after the native white group, the next largest factors were the Negroes (11.5 per cent) and the Italians (7 per cent) with an additional 2.8 per cent native-born of Italian parentage. The estimated population for 1912, the year which this infant mortality study covers, was approximately 24,000.²

Wealth.—Due partly to its healthful climate and attractive location and partly to the efforts which have been made to add to the natural beauty of the town, Montclair has become one of the most pleasing of the New York suburbs. Many New York business and professional men have recognized its desirability and have built there comfortable suburban homes. That Montclair is a town of exceptional wealth is shown by the comparison of the assessed valuation of property in towns of approximately the same size—i. e., 20,000 to 30,000 population. In 1912 it had an assessed property valuation of \$40,319,062, which was considerably higher than that of any other New Jersey city or town of the same population group and higher than that of any city or town of the United States in the same group with the exception of Brookline, Mass., and Newport, R. I.³

¹ Whittemore, History of Montclair, N. J.

² Annual Report of the Board of Health, 1913; estimate based on arithmetic method of U. S. Bureau of the Census for approximating population for intercensal years.

³ U. S. Bureau of the Census Report on Assessed Valuation of Property and Amounts and Rates of Levy, 1860-1912.

Industries.—Montclair is preeminently a town of homes. The residents have apparently discouraged the location of industrial enterprises. In 1912 an electrical establishment employing 12 persons and a coated-paper factory employing 200 persons constituted the only industrial establishments in the town.¹

Liquor licenses.—Liquor licenses are granted in Montclair by a majority vote of the town council. In 1912 licenses were held by 8 inns and taverns and 3 wholesale houses.²

Hospitals.—Mountainside Hospital is supported by citizens of the following seven towns: Bloomfield, Caldwell, Cedar Grove, Essex Falls, Glen Ridge, Montclair, and Verona. In 1912 there were admitted to the hospital 1,363 cases, of which 158 were maternity cases. One hundred and thirty-one infants were born and 5 infants died at the hospital during the same year.³

St. Vincent Nursery and Babies Hospital is maintained by the Sisters of Charity for babies under 2 years. During 1912 only 2 of the 112 inmates entered from Montclair.

Social agencies.—The social agencies of Montclair are organized in a council of philanthropy to promote cooperation and prevent duplication of effort. The following agencies are registered with the Council of Philanthropy and send representatives to the monthly meetings:

Altruist Society.

Board of Education.

Board of Health.

Children's Home Association.

Committee of the Federation of Women's Organizations.

Day Nursery.

Daughters of American Revolution.

Fresh Air and Convalescent Home.

Homeopathic Society.

Montclair Civic Association.

Mountainside Hospital.

New England Society.

Tuberculosis Prevention and Relief Association.

Poor master.

Sons of American Revolution.

The Altruist Society corresponds to the charity-organization societies of other communities. It acts as a sort of clearing house and maintains at its headquarters a card index in which are registered all cases receiving help from any of the agencies represented in the Council of Philanthropy.

¹ Industrial Directory of New Jersey, compiled and published by the New Jersey Bureau of Statistics, 1912.

² Annual Report of Town Council, Montclair, N. J., 1912.

³ Annual report of Mountainside Hospital, 1912.

ANALYSIS OF INFANT MORTALITY, MONTCLAIR, 1912.

Although the group of babies found in a city the size of Montclair is necessarily small, and there are manifest limitations to an analysis of the information concerning the 402 births and 34 infant deaths included in the Montclair inquiry, it is interesting to find that the data collected in this study agree in general with the findings of the more comprehensive inquiries into infant mortality which have been made in this and foreign countries.

INFANT MORTALITY RATE.

The results of the study in Montclair show that of the 402 babies included in the investigation 34 died before they were 1 year old, giving an infant mortality rate for this selected group of 1912 babies of 84.6 per 1,000 live births. This rate is slightly less than the rate (89) for the same year computed according to the usual method¹ and published in the board of health report for that year. The average rate for the five years from 1909 to 1913, computed according to the usual method, was 84.8, which was but slightly lower than the rate (89) for 1912. In 1913 the rate dropped to 64.

Because of this country's inadequate system of birth registration it is impossible to show the infant mortality of any one city as compared with that of other cities throughout the United States. The following table, however, shows the infant mortality rates for 1912 in cities of approximately the size of Montclair (i. e., 20,000 to 30,000 population) within the so-called area of birth registration:²

Live births, deaths under 1 year, and infant mortality rate in 1912 for cities and towns of 20,000 to 30,000 population (1910) within the area of birth registration.

City.	Live births.		
	Total.	Deaths under 1 year.	
		Number. ³	Infant mortality rate.
Maine:			
Lewiston.....	631	110	174.3
Bangor.....	371	53	142.9
New Hampshire:⁴			
Nashua.....	616	82	133.1
Concord.....	378	43	113.8
Vermont:			
Burlington.....	554	95	171.5
Massachusetts:			
Chicopee.....	953	169	177
North Adams.....	548	62	113.1
Gloucester.....	476	52	109.2
Medford.....	551	55	99.8
Waltham.....	634	55	86.8
Brookline.....	418	23	55

¹ For explanation of usual method of computing infant mortality rate, see page 8.

² Comprising the New England States, Pennsylvania, and Michigan, New York City, and Washington, D. C.

³ From State report.

⁴ Figures for New Hampshire by correspondence, as State report not yet available.

Live births, deaths under 1 year, and infant mortality rate in 1912 for cities and towns of 20,000 to 30,000 population (1910) within the area of birth registration—Continued.

City.	Live births.		
	Total.	Deaths under 1 year.	
		Number.	Infant mortality rate.
Connecticut:			
Norwich.....	641	90	140.4
Danbury.....	540	72	133.3
Middletown.....	575	75	130.4
Norwalk.....	509	48	94.3
Meriden.....	747	81	108.4
Stamford.....	799	105	131.4
Rhode Island: ¹			
Central Falls.....	691	120	173.7
Warwick.....	653	87	133.1
Cranston.....	485	56	115.5
Newport.....	541	42	77.6
Michigan:			
Battle Creek.....	477	65	136.3
Muskegon City.....	682	59	86.5
Pennsylvania: ¹			
Shenandoah.....	870	217	249.4
Pottsville.....	457	69	151
Hazleton.....	758	93	122.7
Norristown.....	630	78	123.8
Easton.....	619	60	96.9
Butler.....	597	63	105.5

¹ Figures for Rhode Island and Pennsylvania by correspondence, as State reports not yet available.

The census report on mortality statistics for 1911 gives the estimated infant mortality rate for the birth registration area of the United States for 1910 as 124. This estimated rate may be compared with the rates for foreign countries in the following table, in which the 1912 figures have been given wherever possible, and in all other cases the year indicated is the latest year for which statistics are available.

Deaths of infants under 1 year of age per 1,000 live births in foreign countries for the latest year for which statistics are available.¹

Country.	Year.	Deaths under 1 year per 1,000 live births.	Country.	Year.	Deaths under 1 year per 1,000 live births.
Chile.....	1911	332	Servia.....	1911	146
Russia.....	1909	248	Switzerland.....	1911	123
Ceylon.....	1912	215	Scotland.....	1911	112
Jamaica.....	1912	193	Ontario.....	1912	110
German Empire.....	1911	192	Finland.....	1912	109
Roumania.....	1912	186	England and Wales.....	1912	95
Hungary.....	1912	186	Denmark.....	1912	93
Austria.....	1912	180	Netherlands.....	1912	87
Bulgaria.....	1909	171	Ireland.....	1912	86
Belgium.....	1911	167	France.....	1912	78
Japan.....	1910	160	Australia.....	1912	72
Spain.....	1907	158	Sweden.....	1911	72
Italy.....	1911	153	Norway.....	1911	65
Prussia.....	1912	146	New Zealand.....	1912	51

¹ Compiled from statistics contained in the Seventy-fifth Annual Report of the Registrar General of Births, Deaths, and Marriages in England and Wales, 1912.

ENVIRONMENT.

Neighborhood incidence.—The fourth ward is the most congested section of Montclair, and in it is found most of the negro and foreign population of the town, the Italian being the predominating nationality. Moreover in 1912, according to the report of the board of health, the tenement-house population of ward 4 was 1,476, or 27.3 per cent of the population of the ward, and 268 children under 5 years of age, or 38.4 per cent of the children of that age in the ward, were living in tenements. In this ward were located 80 of the 113 tenement houses of Montclair.¹

The other wards, except for a few scattered groups of shabby-looking cottages, are almost uniformly attractive residential sections with well-kept shaded streets, comfortable one-family dwellings, and plenty of open space. The finest residences are to be found on the mountain in the section extending across the upper portions of the second, third, and fifth wards. The business district of Montclair is almost exclusively confined to Bloomfield Avenue, which is the main street of the town.

The variation in the infant mortality rate in different sections of the town is shown in the following table:

TABLE 1.—Population, births, deaths under 1 year, and infant mortality rate, by wards.

Ward.	Population, 1912 (esti- mated). ¹	Live births.	Deaths under 1 year.	Infant mortality rate.
The town.....	23,896	402	34	84.6
Ward 1.....	3,848	44	3	68.2
Ward 2.....	4,831	78	4	51.3
Ward 3.....	5,050	43	3	69.8
Ward 4.....	5,406	161	21	130.4
Ward 5.....	4,761	76	3	39.5

¹ Annual Report of the Board of Health of the Town of Montclair, N. J., p. 21. 1912.

The highest rate as well as the greatest number of infant deaths was found in the fourth ward, which also had the highest birth rate. In 1912 almost twice as many babies died in the fourth ward as in all the other wards combined. The rate for this ward (130.4) was more than one and one-half times as high as the rate (84.6) for the town as a whole.

In 1913, however, the infant mortality rate for the fourth ward was lower than the rate for the second and third wards, while in 1914 its rate was lower than the average for the entire town. This gratifying decrease in the infant death rate of the most congested section of the town should probably be ascribed largely to the development of the baby clinic,² with the "follow-up" visits of the nurse to the mothers in their homes and to the careful supervision by the board of health of the housing and sanitation of this section.

¹ For definition of tenement house, see p. 14.

² For baby clinic, see page 28.

Table 2 shows the distribution of births and of deaths of infants under 1 year of native white, foreign white, and negro mothers in the various wards. By far the greatest number of births to foreign and negro mothers occurred in the fourth ward.

TABLE 2.—Births and deaths under 1 year, according to nativity and color of mother, by wards.

Ward.	All mothers.		Native white mothers.		Foreign-born white mothers.		Negro mothers.	
	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.
The town.....	402	34	143	7	183	17	66	10
Ward 1.....	44	3	33	2	9	2	1
Ward 2.....	78	4	40	2	20	1	12	1
Ward 3.....	43	3	22	11	1	10	2
Ward 4.....	161	21	30	2	103	13	28	6
Ward 5.....	76	3	18	1	44	2	14

Housing.—Generally speaking, the housing in Montclair is good. The most common type of house is the two story and attic frame cottage for one family, with a yard of good size. The town's housing problem resolves itself for the most part into that of improving conditions in the fourth ward, where one finds the greatest congestion and overcrowding, where one notices the greatest number of houses of unkempt appearance and in bad repair, and where one occasionally finds basement tenements and constantly sees dirty yards.

The fourth ward in 1912 filed with the board of health more complaints against nuisances than any other ward. There were 26 complaints about plumbing from this ward, or 56 per cent of the plumbing complaints for the entire town.

According to the definition of a "tenement house" which appears in the State tenement-house act¹ there were in the town, December 31, 1912, 133 tenement houses, 20 of which would be ordinarily classed as apartment houses. The Annual Report of the Board of Health for 1912 gives the following interesting statistics as to certain living conditions of the tenement-house population:

The entire tenement-house population averages 1.26 persons per room, or 5 persons to every four rooms; the colored population averages 1.01 persons per room, the Italian 1.67, and the other white population 0.86. Over half of the tenement-house population lives in three-room tenements, with an average of 1.4 persons per room. There are 95 families in two-room tenements and 3 in one-room tenements. All of the tenement houses are provided with sewer connection for water-closets and sinks.

¹ A tenement house is any house or building or portion thereof which is rented, leased, let, or hired out to be occupied or is occupied as the home or residence of three families or more living independently of each other and doing their cooking upon the premises, or by more than two families upon any floor so living and cooking but having a common right in the halls, stairways, yards, water-closets, or privies, or some of them.

As will be shown in the discussion of sewage disposal, Montclair is well sewered. In 1912 there remained in the town 76 privies on unsewered streets and 26 privies on streets in which there were sewers. It should be said, however, that the board of health has passed an ordinance providing that all privy vaults which for lack of a public sewer in the street can not be abolished must be made water-tight and provided with a fly-tight superstructure and self-closing covers.

Although it is recognized that it would be impossible to determine the relative importance of any particular housing defect in its relation to infant mortality, nevertheless a classification of babies visited according to the type of home in which they were found may be of interest. Babies who died during the first week have been excluded from the following summary because it was felt that in a considerable number of these cases prenatal influences must have been largely responsible for their deaths. Nor have illegitimate babies been included, since their home conditions were abnormal. The figures are too small to be conclusive, but they show a tendency toward an increase of infant deaths where poor housing conditions were found.

Although in Montclair was found a large group of babies whose parents owned their homes and an additional group whose parents paid over \$30 a month rent, over one-third of the babies lived in homes where the rental was less than \$15 a month.

It will be seen that 23 of the babies visited lived in homes where the toilet was a yard privy and 129 in homes in which was no bathtub. A large number of homes were reported as dirty or only moderately clean, and a still larger number of yards were reported as dirty.

The means for ventilation of the baby's room was in most cases good. The actual ventilation, however, which is shown in the summary, depended on the custom of the mother or attendant.

TABLE 3.—*Babies surviving at least one week and deaths under 1 year of age, according to specified housing conditions.*

Housing conditions.	Number.	Deaths under 1 year.	Housing conditions.	Number.	Deaths under 1 year.
Total.....	384	19	Yard:		
Monthly rental:			Clean.....	199	8
Under \$15.....	135	8	Unclean.....	181	11
\$15 to \$30.....	76	5	No yard.....	4	
\$30 and over.....	32	1	Toilet:		
Free rent.....	9	1	Water-closet.....	361	15
Home owned.....	119	2	Yard privy.....	23	4
Not reported.....	13	2	Ventilation of baby's room:		
Cleanliness of home:			Good.....	186	7
Clean.....	226	9	Fair.....	115	4
Moderately clean; dirty.....	158	10	Poor.....	82	8
Bath:			Not reported.....	1	
Bathtub.....	255	3			
No bathtub.....	129	16			

NATIVITY, NATIONALITY, AND COLOR OF MOTHER.

Table 4 shows the variation in the infant mortality rate of Montclair according to the nativity, nationality, and color of mother. The death rate for babies of native white mothers (49 per 1,000 live births) is very low; the rate for babies of foreign-born mothers (88.1) is slightly higher than for the town as a whole, while the rate among negro babies (151.5) is more than three times as high as among babies of native white mothers.

More foreign-born white mothers were interviewed than native white mothers, which fact, considering the small proportion of foreign-born population in Montclair, appears to indicate a higher birth rate among the foreign-born women. The Italians formed by far the largest group of the foreign-born mothers, only small groups of mothers of British, Scandinavian, German, and other nationalities being represented among the births in 1913. Nearly all the negro mothers were native.

TABLE 4.—*Births, deaths under 1 year, and infant mortality rate, according to nativity, nationality, and color of mother.*

Nativity, nationality, and color of mother.	Births.	Deaths under 1 year.	Infant mortality rate.
All mothers.....	402	34	84.6
Native white.....	143	7	49
Foreign-born white.....	193	17	88.1
Italian.....	112	10	89.3
Others.....	81	7	86.4
British.....	33	2	(1)
Scandinavian.....	21	2	(1)
German.....	9	2	(1)
All others.....	* 18	1	(1)
Negro.....	66	10	151.5
Native.....	59	10	169.5
Foreign.....	* 7		

* Total number of births less than 40; base therefore considered too small for use in computing an infant mortality rate.

* Includes 2 Swiss, 6 Canadian, 4 Russian, 2 Polish, 2 Hebrew, 1 Greek, and 1 Armenian.

* Includes 6 West Indians and 1 Bermudian.

Because of the small numbers in each group it is impossible to show a comparison of infant mortality rates among the various foreign nationalities represented in the inquiry. Table 4 shows, however, that in the largest single nationality group (the Italian) the infant mortality rate was somewhat higher than in the others.

The Italians and Negroes, the two largest population groups after the native white, seem to have been attracted to Montclair by the opportunities offered for unskilled labor and domestic service. The fathers of the negro babies visited during the inquiry were for the most part servants, chauffeurs, janitors, and laborers, and the fathers of the Italian babies were generally small tradesmen, teamsters, and laborers.

AGE AT DEATH AND DIRECT CAUSE OF DEATH.

The first 3 months of a baby's life are generally admitted to be the most critical of the first year. Of the 34 infant deaths, 24, or 70.6 per cent, occurred during the first quarter. Ten of the 34 babies died when 1 day or less than 1 day old.

TABLE 5.—Number and per cent of deaths under 1 year occurring in each specified period.

Period.	Number.	Per cent.
Deaths in first year.....	34	100.0
Deaths in first 3 quarters.....	32	94.1
Deaths in first 2 quarters.....	28	82.4
Deaths in first quarter.....	24	70.6
Deaths in first month.....	13	38.2
Deaths in first day.....	10	29.4

The next table shows the infant deaths classified according to the immediate cause, or the disease directly responsible for death, as certified by the attending physician.

TABLE 6.—Deaths under 1 year, according to cause of death of infant and nativity and color of mother.

Cause of death.	Deaths of babies of—			
	All mothers.	Native white mothers.	Foreign-born white mothers.	Negro mothers.
All causes.....	34	7	17	10
Diseases of digestive tract.....	11	1	6	4
Premature birth or congenital debility.....	9	3	6
Diseases of respiratory tract.....	7	1	2	4
Malnutrition.....	3	1	1	1
All other causes.....	4	1	2	1

¹ Peritonitis. ² Includes 1 case of asphyxia neonatorum and 1 case of diphtheria. ³ Acute nephritis.

Eleven babies of the group studied died from digestive diseases. Eight of these 11 deaths occurred in the fourth ward. It is significant that only 1 of the 11 was being exclusively breast fed at the time of death, 4 were partly breast fed, and 6 were bottle fed. The fatality from diarrheal diseases is always found to be higher during the summer months. Eight of the 11 infant deaths in Montclair from these diseases occurred in July and August.

In 1913 special efforts were made to lower the deaths from diarrhea. The baby clinic was by this time established on a sound basis, with a physician in consultation and the board of health nurse to follow up the doctor's instructions and to give the mothers directions in their own homes as to infant hygiene and the preparation of feedings. In 1913 there was not a single infant death from diarrhea.¹ Although the 1913 record is, of course, abnormal, such a decided decrease seems

¹ Annual Report of the Board of Health of the Town of Montclair, N. J., p. 51. 1913.

to indicate that definite efforts have been put forth to check the infant deaths from this disease.

Of the 34 deaths of Montclair babies 9 were from prematurity or congenital debility. As a large proportion of these deaths is usually ascribed to prenatal causes, it would seem that in Montclair further care of the mothers is needed during their period of pregnancy.

In Montclair some few prospective mothers are reached during their pregnancy by the women's clinic which since 1904 has been held twice a week at the Mountainside Hospital. Obstetrical cases coming to the hospital for advice have been referred to this clinic. The number of mothers who have the advantage of clinical advice, however, is small, and it would seem either that the existence of the clinic should be more widely advertised or that the prenatal work should be reorganized to include regular visits of a nurse to the prospective mother in her own home.

Syphilis has long been recognized as a factor among the causes of fetal deaths and deaths of early infancy. Venereal diseases were made reportable in Montclair in March, 1913. During the remainder of that year 14 cases of syphilis and 4 of gonorrhea were reported. A recent ordinance of the board of health (Dec. 8, 1914) provides that treatment of persons found to be affected with venereal disease shall be compulsory.

There were 7 deaths from respiratory diseases, of which 6 occurred in February and 1 in March. Three babies died of malnutrition and 1 from each of the following causes: Asphyxia neonatorum, diphtheria, peritonitis, and acute nephritis.

SEX.

It is generally found that infant mortality is higher among males than among females. The mortality rate of male infants in Montclair was found to be 88.2 and of female infants 80.8.

ILLEGITIMACY.

Only 7 of the 402 babies included in this investigation, or 1.7 per cent, were born out of wedlock. Four of the 7 were in the fourth ward, 2 in the first ward, and 1 in the second. One was of native white parentage, 2 of Polish, 1 of Italian, 1 of Swedish, and 2 of negro. Four of the 7 died—3 of enterocolitis and 1 of inanition.

ATTENDANT AT BIRTH.

It is perhaps of some interest to know to what extent mothers are attended at birth by midwives. Montclair has a considerable group of midwife cases, mostly among the Italian mothers. There are two possible explanations for this condition—one, the national custom among the Italians; the other, the lower fee demanded by the midwife, who in addition will render certain little household

services. Seventy-four of the 402 births included in this study were attended by midwives; of this number 65 were births to foreign-born white mothers. Only 5 native white mothers and 4 negro mothers were attended by midwives.

The midwives of New Jersey are licensed by the State board of medical examiners after an examination before the board and are required to register at the office of the county clerk. The law provides that they shall always secure the services of a reputable physician upon the appearance of any abnormal symptoms in either mother or child. Whenever a midwife files a birth certificate with the Montclair Board of Health the nurse calls on the following day at the address given to verify the information on the certificate. In this way she can determine incidentally whether the mother and child received proper attention at the hands of the midwife. A recent amendment of the sanitary code of Montclair provides that a midwife when called to a case shall report immediately to the board of health the name and address of the patient. This provision will enable the board of health nurse to be present at the delivery when it is considered advisable and will be a means of further supervision of midwives.

ECONOMIC STATUS OF THE FAMILY.

It is obvious that even the care given the baby by its mother often must be offset by the evils resulting from an income insufficient for the family's needs, since a low income frequently must involve undesirable housing accommodations, an overworked mother, insufficient nourishment for mother and child, and lack of competent medical advice. Sir Arthur Newsholme has found in his English studies that "infant mortality is higher among the poor than among the well to do, although natural feeding of infants is probably more general among the former."¹ Table 7 shows that in Montclair the infant mortality rate was approximately two and one-half times as high among families where the income was less than \$12 a week as among families where the income was \$23 a week or more.

TABLE 7.—Births, deaths under 1 year, and infant mortality rate, according to total family income.

Total family income.	Births.	Deaths under 1 year.	Infant mortality rate.
Total.....	395	30	75.9
Under \$625.....	95	11	115.8
\$625 to \$1,199.....	111	9	81.1
\$1,200 and over.....	128	6	46.9
Not reported.....	61	4	65.6

¹ Report on Infant and Child Mortality, by the medical officer of the local government board, 1909-10. London, 1910.

² Exclusive of illegitimate births.

The following table shows that of the 95 babies living in families where the income was less than \$625 only 5 were babies of native white mothers, 66 were babies of foreign-born white mothers, and 24 babies of negro mothers. Of the 128 babies in the group with an income of \$1,200 and over, 100, or 78.1 per cent, were babies of native white mothers.

TABLE 8.—*Number of births, according to total family income and nativity and color of mother.*

Total family income.	All mothers.	Native white mothers.	Foreign-born white mothers.	Negro mothers.
Total.....	1 395	142	189	64
Under \$625.....	95	5	66	24
\$625 to \$1,199.....	111	24	54	33
\$1,200 and over.....	128	100	26	2
Not reported.....	61	13	43	5

¹ Exclusive of illegitimate births.

The father's occupation gives some indication of the economic and social position of the family and the standard of living which they must undertake to maintain.

TABLE 9.—*Births, deaths under 1 year, and infant mortality rate, according to occupation of father and nativity and color of mother.*

Occupation of father.	All mothers.			Native white mothers.			Foreign-born white mothers.			Negro mothers.		
	Deaths under 1 year.			Deaths under 1 year.			Deaths under 1 year.			Deaths under 1 year.		
	Births.	Number.	Infant mortality rate.	Births.	Number.	Infant mortality rate.	Births.	Number.	Infant mortality rate.	Births.	Number.	Infant mortality rate.
All occupations.....	1 395	30	75.9	142	7	49.3	189	15	79.4	64	8	125
Professional and business...	120	5	41.7	83	4	45.5	31	1	(?)	1
Skilled trades.....	121	9	74.4	41	3	73.2	66	6	90.9	14
Semiskilled and unskilled trades, domestic service...	148	15	101.4	12	89	8	89.9	47	7	143.9
Not reported.....	6	1	(?)	1	3	2	1	(?)

¹ Exclusive of illegitimate births.

² Total number of live births less than 40; base therefore considered too small for use in computing an infant mortality rate.

The group of babies whose fathers were professional or business men shows the extremely low infant mortality rate of 41.7. In the "skilled trades" group the rate has risen to 74.4, while among babies whose fathers are engaged in semiskilled trades, unskilled trades, and domestic service the rate is 101.4—more than double the rate for the first group. It will be seen that unskilled workers form a large group among the foreigners and Negroes, while few professional or business men are found in these population groups.

MOTHERS.

Occupation.—The mother's occupation bears a very close relation to the welfare of the baby. If the mother's employment during pregnancy involves the strain of long hours and hard work, the result is that she is less fit to bear the child or care for it after its birth. Her employment outside the home after the birth of the child means that the baby during her absence must depend for its care upon a relative, neighbor, or paid attendant; it means also the cessation of breast feeding. Table 10 shows that only 45 Montclair mothers were engaged in any occupation other than that of housekeeping for their own families. Of the 45 mothers who were gainfully employed, about three-fourths (34) were engaged in domestic or personal service, including the mothers who were living out in service, those who went out by the day, those who did laundry work either in their own homes or elsewhere, and those who kept lodgers. One mother was employed in a jam factory and 10 were helping either regularly or occasionally in their husbands' stores. A comparison of the infant deaths among babies of working and of nonworking mothers shows that a much larger proportion of babies of working mothers failed to survive their first year; there were 10 deaths among the 45 babies of working mothers as contrasted with 24 deaths among the 357 babies of nonworking mothers.

TABLE 10.—*Births and deaths under 1 year, according to occupation, nativity, and color of mother.*

Occupation of mother.	All mothers.		Native white mothers.		Foreign-born white mothers.		Negro mothers.	
	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.	Births.	Deaths under 1 year.
All occupations.....	402	34	143	7	193	17	66	10
Mothers not gainfully employed.....	357	24	141	7	178	15	38	2
Mothers gainfully employed..	45	10	2	15	2	28	8
Domestic or personal service.....	34	10	1	6	2	27	8
Retail trade.....	10	1	8	1
Factory employment....	1	1

Literacy.—Comparisons are shown in the following table between the infant mortality of babies of literate and of illiterate mothers, and of babies of mothers who can speak English and of those who must depend on a foreign language. Only babies of foreign-born white mothers have been included in these computations. The presence in the community of comparatively large groups of illiterate mothers and of mothers who can not speak English increases the problem presented to the agencies interested in infant-welfare work, for the illiterate mothers are generally less careful in following instructions than the more intelligent mothers, while the mothers who do not

speaking English must explain their difficulties through an interpreter. The rate of infant mortality in Montclair is found to be relatively high among babies of illiterate mothers and of mothers who can not speak English.

TABLE 11.—*Births, deaths under 1 year, and infant mortality rate, according to the mother's literacy and ability to speak English, for all babies of foreign-born white mothers.*

Mother's literacy and ability to speak English.	Births.	Deaths under 1 year.	Infant mortality rate.
All mothers.....	193	17	88.1
Literacy:			
Literate.....	104	8	76.9
Illiterate ¹	83	9	108.4
Not reported.....	6		
Ability to speak English:			
Can speak English.....	121	9	74.4
Can not speak English.....	70	8	114.3
Not reported.....	2		

¹ Unable to read and write in any language.

FEEDING.

Authorities agree that the breast milk of the mother is the best possible food for the baby, particularly during the early months of its life. It is significant that of the 23 babies who died within the first year but after the first week only 5 were exclusively breast fed at the time of their death, 6 were partly breast fed, and 12 were artificially fed.

Table 12 shows the type of feeding prevailing among Montclair babies at different ages. "Breast fed" as used in this report means that the baby was nursed and had no artificial food whatever; "partly breast fed" means that the baby was nursed but was being given artificial food as well; "artificially fed" means that the baby had been completely weaned.

TABLE 12.—*Number and per cent of babies receiving specified type of feeding at 3, 6, and 9 months, respectively, according to nativity and color of mother.*

Age of baby and nativity and color of mother.	Alive at age indicated.	Breast fed.		Partly breast fed.		Artificially fed.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Babies of all mothers:							
Aged 3 months.....	378	290	76.7	14	3.7	74	19.6
Aged 6 months.....	374	196	52.4	36	9.6	142	38
Aged 9 months.....	370	92	24.9	91	24.6	187	50.5
Babies of native white mothers:							
Aged 3 months.....	137	85	62	5	3.6	47	34.3
Aged 6 months.....	137	55	40.1	12	8.8	70	51.1
Aged 9 months.....	136	22	16.2	25	18.4	89	65.4
Babies of foreign-born white mothers:							
Aged 3 months.....	179	159	88.8	5	2.8	15	8.4
Aged 6 months.....	178	112	62.9	20	11.2	46	25.8
Aged 9 months.....	177	54	30.5	56	31.6	67	37.9
Babies of negro mothers:							
Aged 3 months.....	62	46	74.2	4	6.5	12	19.4
Aged 6 months.....	59	29	49.2	4	6.8	26	44.1
Aged 9 months.....	57	16	28.1	10	17.5	31	54.4

Over three-fourths of the Montclair babies living at the end of their first quarter were breast fed at that age; over one-half were breast fed at the end of their first 6 months; and over one-half had been completely weaned at the end of their first 9 months.

Foreign-born white mothers nursed their babies longer than either the native white or negro mothers. Only one-twelfth of the foreign-born white mothers were feeding their babies artificially at the end of the first three months as contrasted with approximately one-fifth of the negro mothers and one-third of the native white mothers. At the end of nine months almost two-thirds of the native white mothers, slightly over one-half of the negro mothers, and little more than one-third of the foreign-born mothers were feeding their babies artificially.

From Table 13, showing the variations in the type of feeding according to the father's earnings, it is apparent that, generally speaking, as the income increased maternal nursing decreased. That a high infant mortality rate accompanied a low income has already been shown.¹ It would seem, then, that the disadvantages of a low income were sufficient to offset the greater prevalence of breast feeding among the babies of the poorer families.

TABLE 13.—*Distribution of babies of specified age by earnings of father and number and per cent of such babies completely weaned from breast.*

Babies living at specified age.	Annual earnings of father.				
	Total.	Under \$325.	\$325 to \$999.	\$900 and over.	Not reported.
3 months.....	372	118	55	169	30
Completely weaned from breast.....	73	15	7	45	6
Per cent.....	19.6	12.7	12.7	26.6	20
6 months.....	371	118	55	169	29
Completely weaned from breast.....	138	35	11	76	16
Per cent.....	37.2	29.7	20	45	55.2
9 months.....	367	117	53	168	29
Completely weaned from breast.....	183	42	22	98	21
Per cent.....	49.9	35.9	41.5	58.3	72.4

CIVIC FACTORS TENDING TO REDUCE INFANT MORTALITY.

EXPENDITURES FOR HEALTH AND SANITATION.

Of the 110 cities in the United States with a population approximating that of Montclair, i. e., 20,000 to 30,000, Montclair in 1913 ranked fourth in its per capita expenditure for health and sanitation; of the five New Jersey cities within the same population group, Montclair ranks first. The following figures are taken from the

¹ See Table 7, p. 19.

bulletin of the Bureau of the Census on "Municipal revenue, expenditures, and public properties, 1913":

Cities in 20,000 to 30,000 population group.	Expenditures ¹ for health and sanitation.	
	Total.	Per capita.
United States:		
Newport, R. I.....	\$79,135	\$2.76
Wilmington, N. C.....	58,344	2.14
Stockton, Cal.....	51,132	2.04
Montclair, N. J.....	43,675	1.82
Waltham, Mass.....	47,466	1.62
Madison, Wis.....	46,884	1.62
Newburgh, N. Y.....	45,157	1.57
Richmond, Ind.....	34,380	1.46
Long Beach, Cal.....	32,833	1.44
Winston-Salem, N. C.....	31,209	1.43
New Jersey:		
Montclair.....	43,675	1.82
Plainfield.....	30,132	1.35
New Brunswick.....	19,663	.80
Kearney.....	12,050	.57
Union.....	10,749	.47

¹ Including expenditures for board of health, collection of ashes and garbage, sewer connections, maintenance and repair, and street cleaning.

ACTIVITIES OF BOARD OF HEALTH.

BIRTH REGISTRATION.

In Montclair the health officer is also the registrar of vital statistics. The law provides that births shall be registered within five days. Various methods are in use to make the registration of births as full and accurate as possible. All death records of children are checked back upon the birth returns.

When a birth certificate is filed by a midwife or by any other person than a physician the board of health nurse visits the mother on the following day to see that the certificate has been filled out correctly. This practice provides a check on the midwives who are apt to be careless in their returns.

In 1912 one physician was fined \$200 for failure to register 10 births. Three canvasses from house to house for the purpose of securing unreported births have been made during the past eight years in sections of the city where mothers are attended by midwives. Since January 1, 1914, a very interesting plan for furthering registration has been in use. As soon as the attending physician or midwife files a certificate of birth a transcript is made by the board of health on an attractive form bearing the official seal of the board of health and is mailed to the mother, together with the following circular explaining the importance of birth registration, and asking her to correct any errors on the certificate:

IMPORTANT NOTICE.

The accompanying certificate of birth is an exact copy of the original certificate that is on file at this office. As this is a permanent record, a record by which a child

may be admitted to school; a record by which he (or she) may prove that he is of sufficient age to leave school and go to work; a record by which he may prove his right to vote, or to marry, or to come into possession of money that has been left to him; a record by which he may prove his place of birth or age as a prerequisite to holding certain public offices, it is imperative for the future good of the infant that all facts recorded at the time of his birth shall be accurate, and you are therefore requested to return this certificate for correction if any inaccuracy is noted. It is of particular importance that the names of the infant and of both parents shall be spelled correctly. If the name of the infant is changed, the certificate should be returned at once for correction.

A certificate similar to the inclosed form has been sent to the parents of every child born in Montclair since January 1, 1914, and you will confer a favor upon your friends by urging them to secure such a certificate if they have a child for which a certificate has not been received, for there may be some infants whose births have not been recorded at this office and who may thereby be put to great inconvenience in later years. Parents who desire may obtain, free of charge, certificates for children whose births occurred in Montclair prior to January 1, 1914, by making application at the office of the board of health, Municipal Building, Montclair, N. J.

MONTCLAIR BOARD OF HEALTH.

The mothers are beginning to learn that they should receive one of the official certificates and to ask for it in case it fails to come. Thus unreported births are brought to light.

SUPERVISION OF THE MILK SUPPLY.

For several years Montclair has had the advantage of an excellent milk supply, and Montclair mothers, whether rich or poor, have been able to secure pure milk for their babies. The board of health recognizes that one of its most important functions is the supervision of the town milk. Stringent regulations have been adopted and are rigidly enforced.¹ The system worked out consists of two checks upon impure milk—laboratory analysis and dairy inspection. Montclair is one of the few towns of its size with a bacteriological laboratory. The laboratory of the board of health is completely equipped with standard apparatus. The milk tests are made by a trained bacteriologist, who examines the milk for bacteria count, butter fats, solids, and sediment.

Laboratory analysis.—During 1912, 307 samples of milk were analyzed, averaging over 2 samples a month for each supply, since there were in that year 11 supplies for the town. The bacteria limit fixed by ordinance is 100,000 bacteria per cubic centimeter. In 1912 one supply averaged above this limit. The average count of all supplies weighted according to the quantity delivered by each dealer was 50,000 for raw milk and 8,500 for the pasteurized supply. Only one sample collected during the year contained less than the 11.5 per cent of solids required by law for normal milk.

Dairy inspection.—All the dairies supplying Montclair with milk are inspected at intervals during the year. These dairies numbered

¹ For milk regulations, see p. 31.

99 at the end of 1912. They are scored according to the United States Bureau of Animal Industry score card, the possible score of 100 being subdivided as follows:

Equipment.		Method.	
Total.....	40	Total.....	60
Cows.....	8	Cleanliness of cows.....	8
Stable.....	18	Cleanliness of stable and yard.....	16
Utensils.....	10	Cleanliness of milk room.....	3
Milk room.....	4	Cleanliness of utensils.....	8
		Cleanliness of milking.....	9
		Handling and cooling of milk.....	16

The following summary ¹ of dairy scores for 1911, 1912, and 1913 shows an improvement each year. All dairies from which cream and pasteurized milk are obtained are included, as well as those supplying raw milk:

Score.	Number of dairies, 1913.	Per cent distribution of dairies.		
		1913	1912	1911
Total.....	113	100.0	100.0	100.0
90 to 100.....	9	8.0	7.1	6.5
80 to 90.....	9	8.0	10.1	10.7
70 to 80.....	83	73.4	72.7	33.4
60 to 70.....	11	9.7	10.1	41.9
Below 60.....	1	.9		7.5

The scores of each individual dairyman, showing equipment, methods, and total score, are published in the board of health report, so that the housewife of Montclair may intelligently choose her milk dealer. The reports also publish detailed descriptions of the individual milk supplies of Montclair with reference to average bacteria count, richness of milk, dairies from which the supply is derived, etc.

SUPERVISION OF THE WATER SUPPLY.

The board of health makes a bacterial analysis of the town water every other day and a complete analysis once a month. The typhoid-fever record of a town is generally taken as some indication of the purity of the water supply. In 1912 there were 15 cases of typhoid fever, but no fatalities.¹

The source of the water supply is the Passaic River above Little Falls. The Montclair Water Co. operates a filtration plant at Little Falls, supplying filtered water to the following municipalities: Paterson, Passaic, part of the township of Acquackanonk, Prospect Park, Little Falls, Montclair, Bloomfield, Glen Ridge, West Orange, Nutley, Kearney, Harrison, East Newark, and Bayonne. The system consists of a mechanical filtration plant with a large settling and coagulating basin and a sterilization plant.

¹ Annual Report of the Board of Health of the Town of Montclair, N. J., 1913.

ACTIVITIES OF THE ENGINEERING DEPARTMENT.

Newsholme recognizes municipal sanitation as one of the chief means for a low infant mortality.

Sewage disposal.—According to the report of the committee on disposal of sewage of Orange, Montclair, and East Orange, 1912, "it may be said that each of the municipalities is quite well sewered in so far as the removal of sewage alone is concerned." In 1912 Montclair had about 63 miles of sanitary sewers, which compared very favorably with its 67 miles of town streets.

The sewage leaves Montclair from the southwest corner of the town and passes through Glen Ridge and into Bloomfield; here the Orange branch sewer and the Montclair branch sewer join, forming the Union outlet sewer. This sewer follows the Second River to a point in North Newark on the west bank of the Passaic River, where the sewage is discharged into the river.

A new system of sewage disposal has been proposed for Orange, Montclair, and East Orange combined. The new plan provides for carrying the sewage of the three towns in new sewers by gravity to a point in Belleville, to be reached at such an elevation that the sewage can pass from there by gravity through sewage-disposal works and discharge, clarified and purified, into the Third River, a tributary of the Passaic. The recommended sewage-disposal works consist of a coarse screen, grit chambers, main settling tanks of the Imhoff type, sludge drying beds, sprinkling filters, chemical house with disinfection equipment, and final settling tanks. The total estimated cost is \$1,080,000, to be shared by the three municipalities.¹

Disposal of ashes and garbage.—The method of disposal of ashes and garbage is as follows: One collection of ashes a week is made in the summer season and two a week during the winter months, three teams being employed in the summer and six in the winter. The material collected is used for filling low areas wherever practicable and in building roadways on dirt streets. The remainder is hauled to the dump on Wildwood Avenue.

Two collections of garbage a week are made from all the households and during the summer months three a week in the business section. The material collected is taken to the north end of the town, where it is dumped into zinc-lined receptacles, which are protected from the weather and provided with means for flushing. The water used in flushing is carried away to a cesspool. The wagon, after dumping, is also flushed. From the tanks the garbage is taken away by farmers of the adjoining country. This method of disposing of the town's ashes and garbage falls short of the present-day standards for this branch of municipal sanitation. The town engineer,

¹ Report on the Disposal of Sewage of Orange, Montclair, and East Orange, N. J., by Rudolph Haring and John E. Gregory, March, 1912.

in his annual report for 1913, advocates a properly designed incinerator and presents the following argument in its favor:

The time is not far away when the lowlands will have become filled and dumps can not be found except with long hauls and with resulting high hauling cost. The garbage dump as at present operated requires constant attention to avoid it becoming a nuisance and at best is insanitary. A properly designed incinerator plant would be a great improvement over the present method and would provide as well a place for the disposal of other wastes for which no provision is at present made. An incinerator plant would also make possible the collection of ashes and garbage by the same wagons and greatly reduce the cost of collections.

Paving.—In the town of Montclair in 1913¹ there were 83.3 miles of streets, of which 8 miles were private streets, 8.2 miles country roads, and 67 miles town streets. Of the 67 miles of town streets 58.9 miles were macadamized, less than a mile (the main business street of the town) was permanently improved or paved, and 7.6 miles were unimproved dirt roads.

THE BABY CLINIC.

The consensus of opinion in Montclair seems to be that the consultations at the baby clinic and the visits of the nurse, who shows the mother in her home how to prepare feedings, have been of the utmost importance in saving the lives of Montclair babies.

The baby clinic, reorganized under its present system in March, 1912, is an instance of a cooperation of social, civic, and private agencies in an effort to save the babies of the community. A weekly clinic for consultation as to feedings and infant hygiene and for medical advice is held at the Montclair Day Nursery under the joint charge of a Montclair physician, who has given her services, and the board of health nurse. Two dairies furnish the clinic babies with certified milk at 10 cents a quart, and the board of health furnishes milk, sugar, barley water, and limewater for modifying the milk to mothers who are unable to pay. The major part of the work consists of the visits of the nurse to teach the mother in her own home how to prepare feedings in accordance with the formula worked out for her baby at the clinic. A card containing the following announcement of the clinic is mailed to the mother of every baby for whom a birth certificate is filed:

SPECIAL ANNOUNCEMENT.

The attention of parents is called to the fact that a clinic for babies is held at the day nursery, Glen Ridge Avenue and Grove Street, Montclair, N. J., at 3 o'clock every Thursday afternoon. If your baby is sick, or if its food does not agree with it, you may obtain medical advice free by taking the infant to the clinic at the hour mentioned. If your baby needs attention on some other day of the week, and you have no physician, telephone to the board of health office (Montclair 2700) and ask to have the nurse call at your home. There is no charge for her service.

MONTCLAIR BOARD OF HEALTH.

¹ First Annual Report of Town Engineer, Montclair, N. J.

The clinic urges breast feeding wherever possible, with supplementary feedings of modified milk where the mother's milk is found to be insufficient.

In the discussion of infant deaths from diarrhea the fact has been noted that while in 1912 diarrhea was the leading cause (disease) of infant mortality, not a single baby died from this disease in 1913. Practically all the clinic babies come from the fourth ward, in which, as has been seen, the infant mortality rate has greatly decreased. The influence of the clinic is felt by a large proportion of the fourth-ward babies, since 83 of the 187 babies born in this ward in 1913 were brought to the clinic, and many more were visited in their homes.¹

¹ Report of Dr. Merrells to the Montclair (N. J.) Board of Health, on the "Babies milk clinic," March, 1914.

APPENDIX.

MILK REGULATIONS.

[Extracts from an ordinance establishing a sanitary code for the town of Montclair. Passed Apr. 9, 1907, and as amended to Jan. 1, 1915.]

ARTICLE 8.

MILK AND ITS PRODUCTION.

SECTION 1. Any person desiring to engage, either as principal or agent, in the production, sale, or distribution of milk or cream within the town of Montclair may make application therefor to the board of health, upon blanks to be furnished by the board, setting forth the locality from which such person or persons procure the milk or cream; also a full and complete list of the names and addresses of those from whom he purchases milk or cream, and also the place at or from which he desires to sell milk or cream, and whether he desires to sell raw or pasteurized milk or cream, or both. Said application shall also state whether the applicant desires to sell as principal or agent, and if as agent, give the name of his principal. It shall be signed by the applicant, and if granted by the said board a license shall be issued to him signed by the president and secretary of the board in the following form:

["Board of health, Montclair, N. J. Milk license No. ———.]

"———, of ———, is hereby licensed to engage in the business of selling and distributing in the town of Montclair (raw or pasteurized) milk and cream from (store or wagons) for a period of one year from the date hereof: *Provided*, That if such person or any of his employees, servants, or agents shall violate any ordinance of the said board in conducting said business, or any of the provisions of an act entitled 'An act to regulate the production, distribution, and sale of milk or cream,' approved March 30, 1914, or other statutory regulations of such sales, this license may, in the discretion of the board, be revoked by the board.

"Dated at Montclair, N. J., this ——— day of ———, 191—."

The annual license fee shall be \$1 for each place at or from which milk is sold and for each wagon or vehicle used in the distribution thereof.

All persons engaged in the business of selling milk or cream in the town of Montclair at the date when this ordinance takes effect, who desire to continue the same, must file their applications for a license not later than the Monday before the second Tuesday of January of each year. Licenses when granted shall be for a period of one year from the time of granting the same: *Provided*, That any licenses so granted may be vacated by the board in case the licensee or any of his employees, servants, or agents shall violate any of the provisions of the ordinance regulating the production, sale, and distribution of milk and cream or any of the provisions of the act of the Legislature of the State of New Jersey entitled "An act to regulate the production, distribution, and sale of milk and cream," approved March 30, 1914, or other statutory regulations of such sales.

Persons desiring hereafter to commence the business of selling milk or cream in Montclair may make their application at any meeting of the board, but in every such case new applications must be made on the Monday before the second Tuesday of January of each year, as above provided.

LICENSE REQUIRED

No person shall sell or offer for sale in the town of Montclair any milk or cream unless such person has obtained a license from the board of health authorizing him to make such sale. All persons having a license as required by this section shall at all times display such license in a conspicuous manner in the place where the milk and cream is kept for sale or distribution: *Provided*, That when such sale or distribution is

made from a wagon or other vehicle such vehicles shall have displayed on both sides thereof either a metal license tag that will be furnished by the board of health upon application by the proper parties or a painted sign similar in lettering to the license tags furnished by the board and with the proper license number.

No person who is licensed by the board to sell milk or cream in the town of Montclair shall add any dairy to his source of supply without the written permission of the board.¹

Any person who is licensed to sell milk or cream in the town of Montclair shall immediately withdraw from the town any supply upon notification from the board that the producer of such supply has failed or refused to comply with any of the requirements that are or hereafter may be required of milk producers.

No milk shall hereafter be produced, sold, exposed for sale, or delivered within the town of Montclair unless it is produced and handled in accordance with the requirements of this article.

SEC. 2. No person shall hereafter engage in the sale or exposure for sale of milk within the town of Montclair without first having filed with the board of health a true and complete statement of the locality from which all the milk they handle is produced, a complete list of the persons from whom the said milk is purchased, and a complete list of the localities from which ice for cooling purposes is obtained; and if at any time the place at which said milk is produced or the persons from whom the said milk is purchased or the locality from which said ice is obtained be changed the said board shall be notified immediately. On or before the 15th day of June and of December of each year, and at any other time within three days of the receipt of a request therefor, any person engaged in the sale of milk in Montclair shall furnish said board with a complete list of all persons to whom milk is regularly sold.

SEC. 3. All premises whereon milk is produced or handled for sale or distribution in the town of Montclair shall be open to this board for inspection at any time, and owners of cows from which said milk is produced shall permit a veterinarian in the employ of this board to examine said cows at any time.

Such examination shall consist of any efficient and reasonable method that may be used by the said veterinarian to determine whether or not the cows are diseased.

STABLES.

SEC. 4. Cows shall be stabled under light, dry, and well-ventilated conditions, and the stables shall conform in all respects to the requirements hereinafter set forth, viz:

(a) Any portion of a barn used as a cow stable shall be tightly ceiled overhead, shall be entirely partitioned off from the rest of the barn, and shall not be used for the storage of farm utensils nor for any other purpose.

(b) The walls and ceilings of said stables, not otherwise treated in a manner approved by this board, shall be whitewashed at least every six months.

(c) Stables shall have at least 2 square feet of unobstructed window glass per 500 cubic feet of air space, the windows to be arranged so as to light all portions of the stable effectively.

(d) Each cow shall have at least 3 feet in width of floor space when fastened in stanchions, and in all cases where no adequate artificial means of ventilation is provided each animal shall have air space of at least 600 cubic feet. All cow stables shall be well ventilated at all times.

(e) All stables shall be provided with a tight, dry floor, and the manure drops or urine gutters shall be water-tight and shall be thoroughly cleaned at least twice each day.

(f) No manure, garbage, nor other putrescible matter shall be allowed within 100 feet of any cow stable, milk house, or cooling room; and the drainage from said buildings shall be such that no liquid wastes can collect within this distance.

(g) No raw milk or cream shall be sold in the town of Montclair unless it is produced and handled at a farm or dairy that scores at least 80 on the official score card of the United States Bureau of Animal Industry, and no pasteurized milk or cream shall be sold unless it is produced and handled at a farm or dairy that scores at least 70 on said score card.

COWS.

SEC. 5 (a). No milk shall be sold or offered for sale or distributed in the town of Montclair except from cows in good health nor unless the cows from which it is obtained have, within one year, been examined by a veterinarian whose competency is vouched for by the State veterinary association of the State in which the herd is located and a certificate signed by such veterinarian has been filed with the board of health stating the number of cows in each herd that are free from disease. This

¹ Art. 8, sec. 5 (a).

examination shall include the tuberculin test,¹ and charts showing the reaction of each individual cow shall be filed with this board. All cows which react shall be removed from the premises at once if the sale of milk is to continue, and no cows shall be added to a herd until certificates of satisfactory tuberculin tests of said cows have been filed with this board.

Every cow that is tested as required by the provisions of this section and found to be free from disease shall, immediately after such test is completed, be tagged in the following manner by the veterinarian who made the test: *Provided*, That if a cow is already tagged in compliance with this section no retagging will be required if the tag contains a proper serial number. The tag shall be attached to one ear of the cow so that it will be plainly visible and so that it can not be removed unless the ear be torn. The tags shall be serially numbered in a manner approved by the board and shall be of such construction that when once removed they can not be reused. [The board furnishes ear tags without cost to the dairyman.]

Each certificate that is filed as required by the provisions of this section shall state clearly how each cow is tagged, so that any such cow may be identified.

Any person who at any time, whether temporarily or otherwise, has in his herd or on his premises a cow or cows that have not been tagged as outlined above shall be considered as having willfully violated this ordinance and shall be liable to a penalty of \$25 for each cow not so tagged.

The owner of every cow that reacts to the tuberculin test shall notify this board in writing within 72 hours after the test is completed of the disposition that has been made of such reacting cow. The said notification shall also contain the name and address of the person to whom the reacting cow was sold or the name and address of the person by whom said cow was slaughtered.

Every herd in which more than one reactor is found to every 15 cows shall be retested at the end of six months in the manner hereinbefore provided for making tuberculin tests, and the records of such tests shall be filed with the board of health as required in the case of annual tests.

Every person who is licensed by the board to sell milk or cream in the town of Montclair shall file, or cause to be filed, with the board of health, within 72 hours after the completion of a tuberculin test of any cow in a herd from which his supply is obtained, a chart showing full details of such tuberculin test, and such chart, to be accepted by the board, must show that temperature readings were made at least every two hours from the tenth to the twentieth hour after the cow was injected with tuberculin; and whenever at the twentieth hour a rising temperature is being recorded, additional temperatures must be taken and recorded until a definite reaction is established or the temperature of the cow drops to normal. The chart must also state the name of the manufacturer of the tuberculin used, the amount used, and the hour of injection. If the cow has been previously tested within a period of four months, or if the herd on the previous test showed a large percentage of tuberculous animals or of animals with a suspicious temperature, the amount of tuberculin used and the hours of reading temperatures shall conform to the best practice in such cases.

Every cow that has been admitted to the State of New Jersey within three months and added to a herd from which milk is produced for sale in Montclair must be retested not less than 60 days and not more than 90 days after such admission to the State, and no cow shall be added to a herd unless such cow has been tested to the satisfaction of the board within 3 months.

In addition to the tuberculin tests already required by this section the board may, when in its opinion the number of tuberculous cows found in a herd or the extent of the lesions found in said cows warrants such action, require by resolution that a herd shall be retested, and no raw milk or cream from such a herd shall be sold in the town of Montclair until such a retest is made to the satisfaction of the board: *Provided*, That a five-day notice to make such a retest must be served by the board upon the person who is licensed to sell such milk or cream.

The board may also require that any cow that shows an irregular temperature at the time of a tuberculin test, or that, in the opinion of the board, has not been properly tested, shall be removed from the herd, and no person shall sell in the town of Montclair any raw milk or cream from any such cow until a retest has been made to the satisfaction of the board.

All tuberculin tests required by this section may be made by any regularly qualified veterinarian, unless the board can show cause why tests made by such veterinarian should not be accepted.

¹ The tuberculin test will not be required whenever the board by resolution permits or requires the pasteurization of a supply.

All tuberculin-test charts that are filed with the board must have appended thereto a veterinarian's certificate as to the general health of all nonreacting cows.

No diseased cow or any cow that is in a condition to impair the healthfulness of the milk shall be allowed to remain in any herd from which milk is produced for sale in the town of Montclair.

Every person who is licensed by the board to sell raw milk or raw cream in the town of Montclair shall notify the board, or cause it to be notified, at once of the removal for any reason of any cow from any herd from which his supply is obtained. Such notification shall give the ear-tag number and the reason for the removal from the herd of any such cow, together with the name and address of the person who has just secured possession of the cow, in case such cow did not die or was not slaughtered on the premises. No Montclair board of health ear tag shall be removed for any reason from any cow while such cow remains in the possession of a dairyman who produces milk or cream that is sold in Montclair, and no cow that has been removed from a herd shall be returned to the herd without the knowledge of the board. When a cow is returned to a herd after calving, the board shall be notified of the date of parturition.

No person shall sell any pasteurized milk or cream within the town of Montclair unless a certificate signed by a regularly qualified veterinarian has been filed with the board within six months for every herd from which such supply is obtained. Such certificate must state that the said veterinarian has personally examined every cow in the herd, and it must also state the number of healthy cows found and the number of diseased cows found, with the nature and extent of the disease in each case and the disposition that has been made of such diseased cows.

(b) Cows shall at all times be kept in a clean condition, and the udders shall be washed or wiped with a clean, damp cloth immediately before milking.

(c) No milk shall be obtained from any cow which has calved within 10 days or from any cow within 30 days before the normal time of calving.

(d) All milk shall be obtained from cows fed and watered under the following conditions: All food given to such cows shall be sweet and wholesome. The use of either distillery slops or fermented brewery grains is prohibited, and their presence on any dairy premises will be considered sufficient cause for the exclusion of the milk from such dairies from sale or delivery in said town. Water supplied to cows shall be pure and free from all contamination from stable or household wastes, and no spring or shallow well in or adjoining any stable yard shall be used for watering said cows.

EMPLOYEES.

SEC. 6. (a) All milkers and all other attendants handling milk in any dairy shall be personally clean. When entering upon their duties connected with the dairy their hands and outer garments must be clean.

If at any time any person or persons having any connection with a dairy, or with the handling of milk, or any resident member of the family of any person so connected, shall be stricken with cholera, smallpox, diphtheria, membranous croup, typhus, typhoid or scarlet fever, measles, tuberculosis, syphilis, or any other communicable disease that may hereafter be declared by this board to be dangerous to the public health, notice shall be given to said board immediately by the owner or owners of such dairies, and said board may order the sale of such milk discontinued for such time as it deems necessary. No milk produced from the dairy of any person failing to give notice shall hereafter be sold or exposed for sale or delivered in the town of Montclair until special permission therefor has been granted by said board.

All persons, including milkers, who come in contact with milk or cream before it is sealed in the final container must be free from all communicable diseases as shown by a medical examination made every three months, and no person shall sell any milk or cream in the town of Montclair until a certificate, signed by a regularly licensed physician, who is approved by the board, that such persons have been examined by the said physician within 30 days and show no evidence of any communicable disease, has been filed with the board of health. Such examinations shall include any tests that the board may by resolution prescribe. Like certificates shall be filed with the board of health on the 1st day of January, April, July, and October of each year based upon examinations that have been made of all such persons during the previous month: *Provided*, That such certificates will not be required for those persons who handle milk and cream that are to be pasteurized. Additional certificates must be filed for new employees as soon as they begin their duties. All certificates must be on forms furnished by the board and must give the name of every person examined.

UTENSILS AND METHODS.

(b) Utensils used for the collection and transportation of milk shall, before being used, be thoroughly washed with pure water and soda or soap, or by some other approved means, and then *sterilized by steam*.

(c) As soon as milk is drawn from a cow, and before straining, it must be removed from the stable to a separate room, where it shall be strained immediately. It shall then, within 45 minutes of the time of milking, and in a building separate from the said stable, be cooled to 50° F., or below, by some method approved by this board. The above-mentioned cooling room shall be properly ventilated and lighted, shall be used for no other purpose than that indicated above, shall at all times be kept in a clean condition, and shall not be connected with any stable, barn, or dwelling.

(d) All milk shall be delivered in bottles, but no milk in partially filled bottles shall be sold or offered for sale. No tickets shall be used in connection with the sale or delivery of milk. No bottles shall be filled, capped, or recapped outside the dairy building regularly used for this purpose, and said bottling room shall at all times be kept in a clean and sanitary condition. Milk bottles shall be used for no other purpose than as receptacles for milk.

No person shall remove milk bottles from a building wherein a disease dangerous to the public health exists, or has existed, until he has first obtained permission in writing from the board of health.¹

All rooms in which milk or cream is pasteurized or bottled and all rooms in which milk utensils are washed or sterilized shall be provided with a smooth, well-drained, nonabsorbent floor. Such rooms shall at all times be clean and light and shall be effectively screened between the 1st day of April and November of each year.

MILK.

SEC. 7. (a) Samples of milk shall be furnished this board by any producer or dealer at any time upon proper payment therefor.

(b) No raw milk shall be sold, offered for sale, or delivered in the town of Montclair unless at least 80 per cent of the samples, as shown by analyses made by or for the board, contain less than 100,000 bacteria per cubic centimeter: *Provided*, That no action will be taken to exclude any supply unless at least two samples taken on different days are found to contain more than 100,000 bacteria per cubic centimeter.

No pasteurized milk that contains over 10,000 bacteria per cubic centimeter shall be sold or offered for sale or delivered in the town of Montclair.

No milk or cream that contains any appreciable amount of sediment or foreign matter shall be sold, offered for sale, or delivered in the town of Montclair, regardless of whether or not the bacteria count exceeds the limit set by this section. "Appreciable amount of sediment" shall be construed to mean anything more than a few minute particles in a quart of milk.

(c) The board of health may, from time to time, when in its opinion the public interest may require, permit by resolution the sale of milk that is produced under conditions other than as herein specified: *Provided*, That such milk is pasteurized by subjecting it to a temperature of 150° F. for 20 minutes, or by an equivalent process.

The board of health may, when in its opinion the public health requires such action, require by resolution that any milk or cream supply shall be pasteurized under the supervision of the board, and no person shall sell any such supply after he has been notified by the board to pasteurize it unless such supply is pasteurized under the supervision of the board: *Provided*, That such supply may be sold without pasteurization after the board by resolution decides that the necessity for such pasteurization no longer exists.²

No person [who is licensed by the board to sell milk or cream] shall at any time pasteurize his supply or permit any part of it to be pasteurized without the written permission of the board, nor shall any dealer at any time sell as raw milk or cream, without the written permission of the board, any supply that he has been authorized or directed by the board to pasteurize.³

No pasteurized milk shall be sold in the town of Montclair unless it is conspicuously labeled "Pasteurized." Said label shall also state the degree (temperature and length of exposure at that temperature) and date of pasteurization.

(d) No substance or compound shall be added to any milk which is to be exposed or offered for sale, and no substance shall be subtracted therefrom.

¹ Art. 10, sec. 4.

² Art. 8, sec. 5 (a).

(e) No milk shall be sold in Montclair which is obtained from a dealer who handles in part a supply not approved by this board; and no person shall deliver or offer for sale in the town of Montclair any milk unless the entire supply which he handles complies with the requirements hereinbefore set forth, unless satisfactory evidence is given this board that the two supplies are kept separate.

No milk or cream shall be sold in the town of Montclair if it is handled or stored at a milk station, dairy, or distributing station at which a milk or cream supply not approved by the board and not contained in a final container which is plainly labeled with the source of the supply is handled or stored.

No milk or cream shall be sold in the town of Montclair unless the container in which it is delivered has plainly marked thereon the name of either the producer or the vender of the milk or cream, and in case a license to sell milk or cream is granted to a dealer who handles separately more than one supply, such container shall in addition have marked thereon the source of the supply. No false or misleading statement or mark shall appear upon any container or be attached thereto.

(f) No milk shall be delivered, stored, or transported at a temperature exceeding 50° F.

No milk shall be sold from any store unless said store has adequate facilities for keeping said milk at a temperature below 50° F., and no milk shall be stored or sold at a temperature higher than 50° F. All milk shall be kept and delivered in the original bottles.¹

(g) No ice which is obtained from a source which is contaminated or which is so situated that it may become contaminated shall be used for cooling milk.

Any person who violates any of the regulations above set forth shall, upon conviction thereof, forfeit and pay a penalty of \$25 for each offense.

¹ Art. 7, sec. 8.

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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. GAYTHORN, COM.

ADMINISTRATION OF CHILD LABOR LAWS

PART I
EMPLOYMENT CERTIFICATE SYSTEM
CONNECTICUT

By

HELEN L. SUMNER and ETHEL E. HANKE

in

INDUSTRIAL SERIES (No. 2, Part I)
Bureau Publication No. 12



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PUBLICATIONS OF THE CHILDREN'S BUREAU.

Annual Reports:

- First Annual Report of the Chief, Children's Bureau, to the Secretary of Labor for the fiscal year ended June 30, 1912. 64 pp. 1912.
Second Annual Report of the Chief, Children's Bureau, to the Secretary of Labor for the fiscal year ended June 30, 1913. 10 pp. 1913.

Care of Children Series:

- No. 1. Prenatal Care, by Mrs. Mabel West. 41 pp. 2d ed. 1912. Bureau publication No. 1.
No. 2. Infant Care, by Mrs. Mabel West. 67 pp. 1913. Bureau publication No. 2.

Dependent, Delinquent, and Delinquent-Criminal Series:

- No. 1. Laws relating to children's dependence in the United States, Denmark, and New Zealand. 102 pp. 1913. Bureau publication No. 3.

Infant Mortality Series:

- No. 1. Infant-mortality campaigns: A preliminary report on what Americans are doing to prevent infant mortality. 53 pp. 4th ed. 1913. Bureau publication No. 4.
No. 2. New England Society for the Health of Women and Children: An example of the methods of baby-saving work in small towns and rural districts. 17 pp. 1913. Bureau publication No. 5.
No. 3. Infant Mortality: Results of a field study in Johnston, N. H., based on reports in one calendar year, by Ernest Foster. 65 pp. and 9 pp. illus. 1913. Bureau publication No. 6.
No. 4. Infant Mortality in Massachusetts, N. H.: A study of infant mortality in a suburban community. 25 pp. 1913. Bureau publication No. 11.

Industrial Series:

- No. 1. Child Labor Legislation in the United States. — pp. 1913. Bureau publication No. 10.
No. 2. Administration of Child Labor Laws:
Part 1. Employment Certificates System, in Connecticut. 69 pp. 1912. Bureau publication No. 12.

Miscellaneous Series:

- No. 1. The Children's Bureau: A circular containing the text of the law creating the Bureau and a brief outline of the plans for immediate work. 6 pp. 1912. Bureau publication No. 1.
No. 2. Birth Registration, Attended in securing the lives and rights of children. 30 pp. 2d ed. 1914. Bureau publication No. 7.
No. 3. Handbook of Federal Statistics of Children: Number of children in the United States, with their sex, age, race, nativity, parents, and geographical distribution. 108 pp. 2d ed. 1914. Bureau publication No. 8.

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JULIA C. LATHROP, Chief

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LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, March 8, 1915.

SIR: I transmit herewith the first of a series of studies of the administration of child labor laws with reference to the method of issuing employment certificates.

The effective value of a child labor law is measured by the equity, economy, and facility with which it can be enforced.

In the enforcement of child labor laws the employment certificate may be treated as the key, since no law for the protection of children or young persons can be enforced unless there is some ready method of determining exactly what persons in a given establishment are subject to that law. This method the employment certificate should provide.

This first report covers a study of the employment certificate system in the State of Connecticut. It is intended to make similar studies in at least half a dozen States, selected so as to show how various types of laws and various methods of enforcement actually work out in practice.

Legal requirements and legal limitations differ widely in the various States of the Union, and proper protection of youthful workers may well be secured without uniformity in nonessentials. This study is designed to bring out those common essentials in the use of the certificate without which the rights of the child can not be preserved. It is plainly a comparative study in administration, designed to bring out a standard method.

Acknowledgment should be made of the cooperation of the Federal Commission on Industrial Relations, which contributed a portion of the cost of the field work. The series of studies is under the direction of Miss Helen L. Sumner, head of the industrial division of the bureau. The field studies have been made by Miss Ethel E. Hanks, except as to the questions relating to the school census, which were investigated by Mr. A. V. Parsons.

Respectfully submitted.

JULIA C. LATHROP, *Chief.*

Hon. W. B. WILSON,
Secretary of Labor.

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ADMINISTRATION OF THE EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

INTRODUCTION.

In Connecticut the administration of the employment certificate system is centralized in the State board of education. Agents of the State board not only issue all certificates but perform all the work of inspection of establishments for violation of the law. The factory inspection department—which in most States inspects establishments for children under age or working without certificates, and which even in Connecticut is charged with the duty of enforcing all laws relating to hours, labor conditions, and employments prohibited for children—has no legal authority whatever in regard to the minimum age and employment certificate law. This act, indeed, is considered almost solely as a provision of the compulsory education law, under which children from 14 to 16 years of age who have already received a certain degree of education may leave school on condition that they go to work.

A law which went into effect in September, 1911,¹ provides that no child under 14 years of age shall be employed in a manufacturing, mechanical, or mercantile establishment, and that no child under 16 years of age shall be so employed unless the employer has obtained a certificate signed by the secretary or an agent of the State board of education or by some other school officer "designated by said board." This certificate must give the date of the child's birth, must show that he is over 14 years of age, and must state that he is "able to read with facility, to legibly write simple sentences, and to perform operations of the fundamental rules of arithmetic with relation both to whole numbers and to fractions," and that he does not appear to be physically unfit for employment.

In addition to this regular employment certificate a temporary or vacation certificate permitting employment during summer vacation is authorized by an act of 1913² for "any child in good physical condition, between 14 and 16 years of age, on application in person to the secretary or an agent of the State board of education." No educational qualifications are requisite to obtain this vacation certificate.

¹ Acts of 1911, ch. 119. For the text of this act see p. 56.

² Acts of 1913, ch. 211. For the text of this act see p. 56.

These acts are supplemented by the compulsory school-attendance law, which provides that children over 7 and under 16 years of age must attend regularly a public day school or receive regularly during the hours the public school is in session thorough instruction in the studies taught in the public schools, except that children over 14 years of age are exempt from school attendance "while lawfully employed at labor at home or elsewhere."¹

In a study of the employment certificate system these laws of 1911 and 1913 and the compulsory school laws are the only legislative enactments which are of importance. Connecticut has, however, other laws relating to child labor which are enforced by the State factory inspector. Most conspicuous among these are the law prohibiting employment under 16 years of age in certain dangerous trades² and the law limiting the hours of labor of minors under 16 to 10 a day and 55 a week in manufacturing establishments and to 58 a week, except at Christmas time, in mercantile establishments and prohibiting employment of minors under 16 in manufacturing or mercantile establishments after 6 p. m. or in mercantile establishments after 6 p. m. on more than one day a week, except at Christmas time, or after 10 p. m. at any time.³ But as the only connection between these laws and the employment certificate system lies in the fact that employment certificates constitute evidence of age, they are not considered in this study, which relates exclusively to the administration of the employment certificate system.

As for the application of the employment certificate act, though the law mentions only manufacturing, mechanical, and mercantile establishments, the State board of education has interpreted it broadly and requires employment certificates of children employed in all sorts of establishments, in offices and bowling alleys, or with wagons, or by telegraph or other messenger companies—in fact, of practically all child laborers except newsboys and children employed in agricultural pursuits and in domestic service. Though this interpretation has never been subjected to legal test, the State board of education has had the favorable opinion of attorneys upon this broad interpretation of the law. It should be noted that this interpretation is not based entirely upon the wording of the employment certificate act, for the requirement that children working during school hours in any occupation shall have certificates may be considered as an administrative regulation in the enforcement of the compulsory education law, which exempts children between 14 and 16 years of age from school attendance if they are "lawfully" employed, regardless of occupation.

¹ General Statutes, revised edition, 1902, sec. 2116. For the text of this section and others relating to its enforcement see pp. 53, 54.

² Acts of 1911, ch. 123.

³ Acts of 1909, ch. 220, as amended by Acts of 1913, ch. 179.

Employment certificates are made out to a particular employer and are good only in his hands. They can not be obtained, therefore, until the child has a position promised, and they must be renewed whenever the child changes employers.

Certificates must be signed, according to law, "by the secretary or an agent of the State board of education or by a school supervisor, school superintendent, or supervising principal or acting school visitor designated by such board." The State board has exercised this power by designating only its own agents to issue certificates. In the smaller towns and villages, however, there are 34 school supervisors, also appointed by the State board of education though their functions are similar to those of county superintendents in other States, who assist by passing upon documents presented by children and parents in application for certificates and by filling out "information cards" and sending them to the nearest agent, who makes out the certificates and mails them back to the parents and employers. But these supervisors assist in issuing only a few certificates, and none of the other persons mentioned in the law have, in fact, any part in the procedure except as they furnish transcripts of school records to children.

The law further provides that employers must keep certificates on file and must show them with lists of the children under 16 employed "to the secretary or an agent of the State board of education when demanded during the usual business hours." Thus the inspection as well as the issuing of certificates is placed in the hands of these agents.

The secretary of the State board of education and six agents bear the main burden of administering the law. Two State attendance officers, however, assist the agents as needed during busy seasons, and from time to time additional persons are employed for periods of from one to six months in special canvasses of the larger towns and cities. The two State attendance officers when assigned to the duty of issuing certificates and of enforcing the certificate law have exactly the same powers and duties as the State agents appointed for that purpose. The secretary of the State board has also an assistant, who has the power of an agent, and there are two clerks, one of whom performs the actual work of issuing certificates in the Hartford office while the other spends half of each day in Bridgeport assisting one agent and the other half in New Haven assisting another agent. In other towns school employees often help the agents in looking up school records and in making out certificates, but not in interviewing parents or children. All clerical assistance of this nature needed by the agents is paid for by the State board of education.

The force concerned with the administration of the employment certificate law, then, consists of the secretary of the State board of education, his assistant, six agents, two clerks, two State attendance officers, temporary canvassers as needed, school supervisors in the

smaller towns and villages, and other school employees for clerical work. None of these persons, however, except the two clerks, are regularly employed exclusively in the administration of the employment certificate law. The secretary and his assistant are concerned with the entire school system of the State and can give only a small part of their time to the subject of employment certificates. The agents, moreover, in addition to their duties in connection with child labor have certain other duties, to be described later, in the enforcement of the compulsory education law.

The secretary of the State board of education and his assistant are in charge of the central office in the capitol building at Hartford, where the records for the entire State are kept, where the correspondence centers, and where uniform instructions to the other agents are formulated. There, too, employment certificates are issued to Hartford children by the clerk assigned to that branch of the work. The inspection of establishments in the Hartford district is usually done by one of the other six agents. Of these six agents one is in Bridgeport five days and in New Milford one day a week; another is in New Haven two whole days and three half days a week, having office hours also at certain hours in half a dozen other near-by places; and the other four have office hours once a week or once a fortnight in a number of different towns. Each agent has a certain district assigned to him and maintains headquarters in some town of his district. The districts are changed from time to time as experience may prove desirable.

All forms used in the administration of the laws are prepared by the State board of education, are uniform throughout the State, and are distributed only by the agents of the State board. All except the blank employment certificates are freely distributed to the children and to the persons who must fill them out. Blank employment certificates, however, are handled only by the agents and their clerks and are not even intrusted to school supervisors.

During the year ended August 1, 1914, there were issued in the State of Connecticut 6,965 original and 6,312 subsequent certificates. Of the originals 658 were vacation certificates. It therefore appears that during this single year an average of two certificates were issued for each child. Assuming that about one-half of the 8,308 children who received certificates during the previous year were not yet 16 at the end of this year, there were probably in force on August 1, 1914, in addition to some 600 or more vacation certificates, about 10,500 regular certificates.

The number of applications rejected is nearly as large as the number of certificates issued. This does not mean, however, that as many children were refused as received certificates, for in the figures relating to applications one child may appear as many times as he

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 11

applied during the year. Many of the children, moreover, whose first applications were refused may later have received certificates and so be counted both as having been refused and as having been granted certificates. During the year ended August 1, 1914, 13,051 applications, but probably a considerably smaller number of applicants, were handled, of which 5,458 were rejected. Of the remainder 628 cases were continued into the next year. The following were the causes of rejection, in the order of their importance:¹

Failed on educational test.....	1,910
No evidence of age.....	1,547
No employment.....	1,159
Under 14 years of age.....	598
Over 16 years of age.....	168
Other reasons (housework, farm work, etc.).....	40
Physical condition.....	30
Parent did not appear.....	6
Total.....	5,458

The children who received employment certificates during the year ended August 1, 1914, were distributed as follows:

Counties.	Certificates issued.	Cities and towns in which over 75 certificates were issued.	Certificates issued.
New Haven.....	2,065	New Haven.....	1,053
Fairfield.....	1,736	Waterbury.....	403
Hartford.....	1,438	Meriden.....	201
New London.....	621	Bridgeport.....	924
Windham.....	484	Norwalk.....	275
Litchfield.....	282	Stamford.....	192
Middlesex.....	172	Danbury.....	126
Tolland.....	167	Hartford.....	637
		New Britain.....	297
		Manchester.....	156
		Bristol.....	88
		Norwich.....	267
		Stonington.....	95
		Plainfield.....	134
		Windham (Willimantic).....	114
		Putnam.....	84
		Torrington.....	113
		Middletown.....	97
		Vernon.....	92
	6,965		

The census statistics of child labor in Connecticut in 1910² show 6,141 boys and 4,548 girls, in all 10,689 children 14 and 15 years of age engaged in gainful occupations. There were also 679 children from 10 to 13 years of age at work; of these 254 were newsboys, 84 servants, and about 150 engaged in agricultural pursuits. But nearly 200 appear to have been engaged in occupations which now are and appear then to have been prohibited for children under 14 years of age. Many of these children, however, were probably employed out of school hours. Moreover, the present law was not in

¹ Report of the State Board of Education, 1913-14.

² Thirteenth Census of the United States, 1910, Vol. IV, Population, Occupation Statistics, pp. 442-445.

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effect at that time. Of the 10,689 children from 14 to 15 years of age, inclusive, engaged in gainful occupations in Connecticut in 1910, about 1,500 were newsboys or servants or were engaged in agricultural pursuits, leaving only about 9,000 in occupations for which certificates are now required.

If these census figures are even roughly comparable with the figures relating to employment certificates in force, it appears that in 1914 somewhere between 1,000 and 1,500 more children were at work in Connecticut than in 1910. It should be noted, however, that the statistics of the certificated children in 1914 include some children who work only on Saturdays and before or after school hours.

METHOD OF SECURING CERTIFICATES.

Four different kinds of employment certificates are issued in Connecticut: (1) Original regular certificates, (2) subsequent regular certificates, (3) original summer-vacation certificates, and (4) subsequent summer-vacation certificates. A subsequent certificate is merely a copy of an original certificate made out to a new employer. Vacation certificates are good for employment only during the long summer vacations. For work before or after school hours or on Saturdays during the months when the schools are in session, regular employment certificates must be secured exactly as if the children were employed all day and did not attend school. To children over 16 "Statements of age," as they are called, certifying to the fact that such children are past the age when certificates are required are also issued, on request, by the State board of education.

When the present law went into effect, in September, 1911, printed instructions for obtaining employment certificates were issued; but when the edition of these instructions was exhausted it was not considered necessary to reprint them, and for some time none were used. Recently new instructions¹ have been printed and distributed.

In Hartford the office in the State capitol building is open every day from 9 a. m. to 5 p. m. In Bridgeport and in New Haven the offices are in buildings near the business centers, the hours being from 8 a. m. to 12 m. in Bridgeport and from 2 to 4 p. m. in New Haven. In the smaller places the office is usually in a school or a public room, as, for example, the town clerk's office, and the hours are on certain fixed days and may be either inclusive, as from 9 to 11 a. m., or at a set time, as 2 p. m. As the agents are employed throughout the year and are not entitled to even a day's vacation without loss of pay, the hours are the same throughout the year and there is no difficulty in securing certificates when the schools are closed.

¹ Form 27, p. 69.



ORIGINAL REGULAR CERTIFICATES.

In order to obtain an original regular certificate, a child must (1) appear in person, (2) be accompanied by one of his parents or his guardian, (3) bring an "Employment ticket" or other form of promise of employment signed by an employer, (4) present evidence to show the date of his birth, (5) appear to be physically fit for work, and (6) prove either by a school record or by an examination that he meets the educational requirements of the law.

Of these requisites, those directly required by law are the evidence of age and the educational and physical requirements. That the child shall apply in person is indirectly made essential, however, by the provision that he shall not "appear to be physically unfit for employment," as well as by the provision that the issuing officer shall certify to his education. As for the presence of the parent, the law requires that one copy of the certificate shall be "delivered to the parent or guardian," and in order that it may be so delivered the State board of education holds that the parent or guardian must be present. The word guardian is interpreted to mean legal guardian, a ruling which is said to have been effective in preventing boarding-house keepers and other alleged friends or relatives from exploiting children for their wages. If a child under 16 has no parent or legal guardian in this country, he can not get a certificate to work. The requirement that one copy must be "delivered to the employer" is held to imply that the issuing officer must know the name of the employer, and therefore that the child must bring a promise of employment. This ruling resulted from experience of a few cases in which employers returned certificates sent them, stating that they never employed or wished to employ the children named.

In the Hartford office the parents and children are interviewed only by the clerk and in the other offices only by the agent or his clerk. When the child first comes in, whether or not he has with him the requisites for obtaining a certificate, his name and address and all other facts not dependent upon later proceedings are entered on what is called an "Information card."¹ Whether the application for a certificate is granted or refused, the results of the entire proceeding, including the disposition of the case, must ultimately be recorded on this card, which is a permanent office record. No child who applies, therefore, goes away without leaving in the office his name and address, the name of his father and mother, a physical description of himself, and usually other valuable information, such as the name of the school he has been attending and his teacher's name, which can be used by school-attendance officers in following him up to see that he goes to school if he is not granted a certificate to work. This

¹ Form 1, p. 56.

information card serves as a device to assist in the enforcement of the compulsory education law.

If a child appears to be physically unfit for work he may be sent to a physician for examination as soon as the information card is made out or at any later stage of the proceedings. In such case he is given a note to the physician and nothing further is done unless he returns with a signed statement that he is in good physical condition. In case he brings an unfavorable report or fails to return, his application is counted as rejected on account of physical condition. If not sent to a doctor or hospital for treatment he is obliged to return to school. During the year 1913-14 there were 30 such rejections.

A child who has not brought a transcript from a school register¹ showing sufficient schooling to exempt him from further examination on that score is given an educational test.² The amount of schooling required and the character of the educational test will be described later in considering the educational requirements for obtaining certificates. If the child fails to pass the educational test the word "Refused," with the reason for refusal, is written in red ink on the face of his information card, which is filed for future reference. He is then followed up, by a process which will be described later, to see that he returns to school. Failure to pass the educational test is the most common of all causes for the refusal of certificates. As has been seen, the applications of nearly 2,000 children were rejected for this cause alone during the year which ended August 1, 1914.

If, on the other hand, the child fulfills the educational requirements but has failed to bring one of his parents or his guardian, an employment ticket, or evidence of his age, he is sent away with the blank forms which he must have filled out and with exact instructions as to what he must bring before he can get his certificate. A child is not usually sent away for additional papers or for his parent or guardian until he has passed his educational test. The only exception to this rule is in the case of a child who claims to have completed a grade which would exempt him from the test. Such a child, instead of being examined at his first appearance, may be sent away with instructions and with a blank form for the transcript of his school record, together with any other forms which he may need. A child who, after having received such instructions, fails to appear again, like the child who fails to pass the educational test, is followed up to see that he returns to school. An application that is not completed by the child's bringing the parent and producing all necessary documents automatically becomes a refused case at the end of the succeeding month.

The parent or guardian, whether he appears at the first visit or later, is questioned as to his willingness to have the child go to work,

¹ Form 2, p. 54.

² Form 3a, p. 53.

and is urged to allow the child to remain in school. If the parent is unwilling, the certificate is refused; but as unwilling parents naturally do not come to the office, such cases are practically eliminated by the requirement that parents or guardians must be present. When the law went into effect the presence of the parent was not required, and there is therefore no blank space on the information card for this point, but a notation is made at the bottom of the card stating who appeared with the child. There are no exceptions to this requirement.¹ In six cases during the year ended August 1, 1914, applications were rejected because the parents did not appear. The parent or guardian, however, is never obliged to come to the office more than once, even if the child must come back with additional papers.

The board of education provides a blank form, called an employment ticket,² for the employer's statement that if a certain child obtains a legal certificate before a certain date he intends to employ that child. These employment tickets are distributed among employers, and if a child appears at the issuing office without a promise of employment he is given one of the blanks to take to his prospective employer. The use of these forms, however, is not essential. Any similar written statement signed by an employer is accepted. Moreover, if a child appears claiming to have procured work at a certain establishment, but bears no written evidence of the fact, the employer often is called up by telephone. If he confirms the child's statement and if everything else is satisfactory, the certificate is made out, but failure to bring a promise of employment is a frequent cause of failure to procure a certificate. In the year 1913-14, as has been seen, certificates were refused for this reason in 1,159 cases.

It is not necessary in practice to question the authenticity of a promise of employment, as frauds are automatically checked up through the provision of the law, described more fully later on, which requires that employers shall send to the office of the State board at Hartford a notice of commencement of employment. If such a notice is not returned within a reasonable time after the certificate has been issued, the agents of the State board follow up the case. Thus it is impossible for a child by forging or inventing an employer's name to escape from the network of the law.

Lack of evidence of age³ is an even more frequent cause of failure to secure a certificate than is lack of a promise of work. During the year ended August 1, 1914, 1,547 applications were rejected because

¹ One girl, for example, who had appeared repeatedly at the New Haven office stating that her mother was ill in bed and that her father was at work, and who had tried bringing various other persons in their stead, was finally obliged to have her father appear, though he lost his own piece-rate wages while away from his work.

² Form 4, p. 59.

³ Form 5 or 6 or other record, p. 59.

no evidence of age was produced. These figures include all cases in which the children, having been sent away to procure evidence of age, never returned. In 598 cases in which such evidence appears to have been produced the applications were rejected because the children were under 14, and in 168 cases because they were over 16 years of age and therefore needed no certificates.

Second and later visits to the office of the State board of education or to an agent to procure an employment certificate are generally caused by failure to bring the parent or guardian, a promise of employment, or evidence of age. In a few cases, of course, the procedure is delayed by sending the child to a physician for a physical examination, but this is rare. The educational test, given always at the first appearance in case the child does not present a school record from one of the higher grades, separates those who are educationally qualified from those who are not and prevents, for a time at least, second visits to the office of children who are not able to pass the examination. The parent, as has been pointed out, is not obliged to be present more than once, but if he failed to come when the child made his first application he must appear with the child at some later time. If a child has actually secured a position he usually brings his promise of employment, for employers generally understand this requirement; but many children still apply without knowing that they must first secure work. The provisions of the law are becoming better known, however, and often children come to the office for the first time accompanied by their parents and bringing all the necessary documents. In any event the child, after his first appearance, is always sent away, either (1) with his certificate, (2) with a refusal to grant a certificate, (3) with a note to the physician, (4) with all the blank forms necessary to be filled out in his case before a certificate can be granted, or (5) with the blank forms for all other documents and instructions as to securing a birth record.

When a child who does not appear to be physically unfit to work has either passed the educational test or brought a satisfactory transcript of his school record, has produced his parent or guardian, and has brought some form of promise of employment signed by an employer and satisfactory evidence of his age, he is given his certificate.¹

Certificates are issued in triplicate—one copy for the parent, one for the employer, and one for the State board of education. The employer's copy and the State board copy are practically the same, and both contain the name of the employer for whom the child may work, with a caution on the employer's copy that the child named can be lawfully employed only by the employer named. The parent's copy does not contain the name of an employer, but states that it

¹ Form 7, p. 60.

is not good for employment for longer than one week. The text of the law is printed on the back of each copy. The certificate itself contains no description of the child, but the information card gives the color of the hair and eyes, the complexion, and a general statement as to height.

The employer's copy is usually sent by mail, but delay in the child's going to work after he has received a certificate is prevented by allowing him to work for a week on the parent's copy, which is handed directly to the parent or to the child with instructions not to lose it and to come back or notify the agent if he changes employers. In some cases, as in Bridgeport, where the office hours of the agent are in the morning and the child can go immediately to work, he is often given the employer's copy as well as the parent's copy, with instructions to take the former to the employer. Any danger from this procedure is obviated, in the agent's opinion, by the fact that the employer must notify the office of the State board of education in Hartford when the child begins work.

When the employer's copy of the certificate is sent it has attached to it a blank notice of commencement of employment,¹ a blank notice of termination of employment,² and a copy, labeled "Important notice,"³ of the section of the law which makes the employer liable to a fine of not more than \$10 for failure to send these notices promptly to the State board of education. The notice of commencement of employment is yellow; the notice of termination is a vivid red; and in the copy of the legal provision relating to the return of these notices the word "promptly" and the sentence relating to the penalty are underlined in red ink. Commencement and termination notices must be sent by the employer direct to the office of the State board of education at Hartford. If, however, the employment does not end until after the child is 16 years of age, a termination notice is not required.

SUBSEQUENT REGULAR CERTIFICATES.

When a child is discharged or quits work the employer retains his own copy of the certificate. The child, however, while hunting for a new position, may take his parent's copy with him to serve as evidence that he can be legally employed. When he secures work he gives his parent's copy to his employer and may then work a week without any other form of certificate. This gives him ample time in which to obtain a subsequent certificate made out to the new employer.

¹ Form 8, p. 61.

² Form 9, p. 61.

³ Form 10, p. 61.

Application for a subsequent certificate may be made by the parent, by the child, or by the employer; it may be made in person or by mail; and it may be directed either to the agent from whom the original certificate was secured or to the State board of education at Hartford. A blank form ¹ is provided for such application, but its use is not essential. Any similar form of application is as good. As the information cards of all children to whom certificates have been issued by each agent are kept by him, as the State board copies of all certificates issued in the State are on file in the Hartford office, and as instructions concerning cases to be followed up are all issued from Hartford, it makes no difference whether a subsequent certificate is issued by the agent or by the central office.

No formality except a simple request is necessary in order to obtain a subsequent certificate,² which is merely a copy of the original certificate made out, in triplicate as before, to a new employer. Across the face of this certificate is stamped a form to be filled in with the number of the original certificate of which this one is a copy, with the date of issue and with the name of the secretary of the State board of education. It is not necessary that the previous employer shall have sent in a termination notice before a subsequent certificate is issued; nor is it necessary for the child to furnish proof, in the form of a promise of employment, that he has actually secured another position. If the application is made by the parent or child, however, the agent usually assures himself in some way, often by telephoning the employer, that the child really has a position.

The employer's copy of a subsequent certificate, like the employer's copy of an original certificate, is sent to the employer by mail, with commencement and termination notices and a warning to send such notices to the State board of education. The State board copy is filed with the original State board copy in the central office at Hartford. The parent's copy is not usually given to the parent but filed with the employment ticket. If, however, the child brings a much soiled and torn original parent's copy, the new one is given to the child and the old one destroyed. Outside of Hartford the parent's copy of a subsequent certificate, with the name of the employer added, is usually filed with the information card, which itself contains the name of the first employer, so that the agents can always tell where a child is working without applying to the Hartford office.

SUMMER-VACATION CERTIFICATES.

Original and subsequent summer-vacation certificates,³ good for employment only during the long summer vacation of the public schools, are obtained in exactly the same way as original and sub-

¹ Form 11, p. 61.

² Form 12, p. 62.

³ Form 13, p. 63.

sequent regular certificates except that transcripts from the school records are not required and no educational test is given. The certificate plainly states that the child must return to school at the beginning of the fall term. The act governing regular certificates is printed on the back of the summer-vacation certificate form.

LOST CERTIFICATES.

If a child loses his parent's copy of his certificate, he is never given a new one until he changes employers and rarely even then; but the inconvenience caused the child is slight, as the employer for whom he is or has been working does not need a copy of his parent's certificate, and to aid him in finding a new employer the agents usually give him a blank "Employment ticket" which he presents to be filled out. As no proof of the loss of a parent's copy is required, there is nothing to prevent a child from giving his parent's copy to another child, but the other child could not work on it for more than a week unless the employer also was willing to violate the law.

STATEMENTS OF AGE.

For children who are over 16 years of age and therefore do not come under the provisions of the child labor law, the State board of education has undertaken to issue statements¹ which certify that evidence is on file in its office showing that these children are actually over 16 and which name the character of the evidence. These statements, like employment certificates, are issued in triplicate, one copy for the child or parent, one for the employer, and one for the records of the State board. Outside of Hartford the employer's copy is usually kept by the agents themselves.

All that is necessary to obtain a statement of age is for the child to appear at the office with satisfactory evidence of the date of his birth. An information card, stating the character of the evidence, and the three copies of the statement are then made out and signed by the issuing officer. During the year ended August 1, 1914, 846 such statements of age were issued.

EVIDENCE OF AGE.

The law does not specify what may be received as evidence of age in support of an application for an employment certificate. It does specify, however, that the certificate must state the date of birth of the child and must show him to be over 14 years of age, and it provides also that the secretary and the agents of the State board "shall have power to require all statements of fact offered in support of such application to be made under oath" which they may themselves administer.

¹ Form 14, p. 64.

The documents required in practice as evidence of age are as follows: (1) For children born in Connecticut, town clerk's certificates, if obtainable; (2) for children born in other States, copies of birth certificates, if obtainable; (3) for foreign-born children, passports or other documentary evidence of age at arrival in this country, or (4) if passports are not obtainable, foreign birth certificates; (5) for either native or foreign-born children unable to procure any one of the above-named documents, baptismal records; or (6) if no such record can be procured, affidavits of age sworn to by the parents or guardians.

Most of the children now applying for certificates who were born in Connecticut are able to obtain town clerk's certificates of age.¹ Since 1897, when several prosecutions occurred and special efforts were made by the registrars of the larger cities to arouse doctors and midwives to the importance of recording all births, over 90 per cent, it is believed, of the births in Connecticut have been recorded. A town clerk's certificate costs 15 cents, a fee which may seem a hardship to the child who is going to work but is believed to be necessary in order to prevent constant demands from children for certificates to prove that they are old enough to go to moving-picture shows.

If a foreign-born child has a passport or other similar paper, he is not obliged to send for other documentary proof of his age; but if he can not produce such a paper his parent is told to write to the place where he was born for a birth certificate. The agents do not state to whom the child or his parent should write; require no evidence such as a registry receipt that a letter has been written; and demand no proof later, when the child or parent returns claiming that the birth record can not be obtained, that such is actually the case. The Russian Jews particularly complain of the expense of obtaining birth records. Nevertheless, persistence in demanding documentary proof of age from foreigners has been rewarded with considerable success. Foreign papers must be translated if the agent can not read them, but a translation must always be accompanied by the original paper. In Hartford foreign documentary proof of age is usually retained and filed along with other evidence relating to the child. Outside of Hartford such documents are returned to the child or parent. When a foreign document is returned, in order to prevent its fraudulent use later for a younger child of the same family, it is stamped with the date when it was presented at the office of the State board of education or to one of the agents.

While waiting the receipt of a foreign birth record or of a communication stating that it can not be obtained, the child is not allowed to work but must go to school.

Transcripts of school records and entries in family Bibles are not accepted as evidence of age, for such documents are considered to be

¹ Form 5, p. 59.

merely former statements of the parents. When presented they must be accompanied by affidavits of age sworn to by the parents.¹ These parents' affidavits are believed to furnish, in case of need, a better basis of prosecution for false statements than do school or Bible records.

PHYSICAL REQUIREMENTS.

The law provides not only that every employment certificate must state that the child "does not appear to be physically unfit for employment" but that the secretary or an agent of the State board of education or one of the other school authorities authorized to issue certificates "may cause any child to be examined by a reputable physician for the purpose of aiding him in determining whether such child is physically fit for employment, and may charge the expense of such physical examination against the State as a part of his expenses." Under this authority the agent, before granting certificates, sends to a physician for examination such children as he has reason to believe are or may be in bad health. Under the same authority, moreover, children found at work who appear to the agents physically unfit are sometimes sent to a physician and not permitted to resume their employment until they have had a physical examination and have been pronounced in good health. The physicians who handle all such cases are selected by the State board of education.

In the vast majority of cases the physical fitness of a child to go to work is determined by the agent who issues the certificate, and except in extraordinary instances the agent's judgment is based on the child's answers to questions as to whether he has ever been seriously ill or is well at the time of making application. If the facts as stated by the child appear to make it advisable, or if the child looks ill even though he claims to be in good physical condition, he is sent to a physician.

No record is kept of the number of children required to undergo physical examinations, but in 1911-12 only 9 were refused certificates at the Hartford office because of physical unfitness. Twenty-two were refused in 1912-13, all but one of them at the Hartford office, and 30 were refused in 1913-14 in the entire State for this reason.

The physician to whom children are sent fills out no blank form describing the child's condition, but merely writes to the agent that he finds such and such defects or that the child is in good health. If the physician finds any serious defect and states that he believes it would be harmful to the child to work, the child is refused a certificate and, according to the seriousness of the case, is sent to a doctor or a hospital for treatment or back to school. But the agent, not the physician, is the ultimate authority in the disposition of all cases.

¹ Form 6, p. 59.

EDUCATIONAL REQUIREMENTS.

The burden of maintaining the educational standard for children who wish to go to work rests partly upon the State board of education and partly upon the local school visitors, town school committees, or local boards of education. The child labor law provides that in order to obtain an employment certificate a child must be able to read with facility, to write legibly simple sentences, and to perform the operations of the fundamental rules of arithmetic with relation both to whole numbers and to fractions. No school record is required and no school grade which must have been attained is specified. An earlier act,¹ which is still in effect, provides that "whenever the school visitors, town school committee, or board of education of any town or district shall by vote decide or whenever the State board of education shall ascertain that a child over 14 and under 16 years of age has not schooling sufficient to warrant his leaving school to be employed, and shall so notify the parent or guardian in writing," the child must attend school until the parent or guardian has obtained a "leaving certificate" stating that the education of the child is satisfactory either to the local school authorities or, if the notice has been given by the board, to the State board of education, or until the child is 16 years of age.

Under this law a grade standard for leaving school to be employed has been established in many of the smaller towns of Connecticut—25 towns in August, 1914—but not in the larger cities where most of the employment certificates are obtained. Under the rules of the town school committee of Norwalk, for example, no child is permitted to leave school until he has completed the fifth grade. In the other places which have such a requirement children must usually have completed the sixth grade, but in some towns they must have completed the seventh grade.

In granting or refusing certificates, agents of the State board of education not only determine whether or not the child has sufficient education to go to work under the child labor law, but "ascertain" whether or not he has the amount of schooling which has been decided by vote of the local school authorities to warrant his leaving school to be employed. If the child is found lacking under either requirement, the agent notifies the parent and the child must go back to school.

In issuing the certificate the agent satisfies himself as to the child's educational qualifications in one of two ways. He either accepts a transcript from a school register,² signed by the superintendent, principal, or teacher of the school, or gives the child an examination. If a transcript from a school register is accepted in Hartford, it must show that the child has completed the ninth grade and in other

¹ Acts of 1903, ch. 29, as amended by acts of 1905, ch. 36. For the text of this act, see p. 53.

² Form 2, p. 56.

places that he has completed the fifth grade; otherwise an examination is given unless there is a grade requirement for leaving school, when the transcript must show that he has completed that grade. It is generally believed that when children have completed the fifth grade they have a thorough knowledge of fractions, and until the fall of 1913 the Hartford office, as well as the agents outside of Hartford, did not require the educational test for children whose school records showed completion of the fifth grade. At that time, however, it was learned that the mercantile establishments in Hartford wished the children they employed to be better prepared in arithmetic than they were. Thereafter all children in Hartford were given the test except those who had completed the ninth grade. The educational test is not given in towns which have a grade requirement for leaving school, for in all such towns the agents cooperate with the local school authorities by refusing to issue certificates to children who, even though they might satisfy the requirements of the State law, do not meet the local grade standard. Even in other towns children from the fourth and lower grades are usually refused without examination.

Transcripts from school registers are taken in lieu of examination only from Connecticut schools or from approved schools outside of Connecticut. Records from parochial schools in Connecticut are accepted on the same basis as those from public schools. The compulsory education law provides that children attending a private or parochial school must be instructed during the hours and terms that the public schools are in session and in the studies taught in the public schools. The subjects definitely specified as those which children must be taught are reading, writing, spelling, English grammar, geography, arithmetic, and United States history.

School records from foreign countries or even from many States of the Union are not accepted in place of the educational test. If from a school in Massachusetts or New York, however, a school record certifying to the grade completed, made out on the transcript form of the Connecticut State Board of Education and signed by the superintendent, principal, or teacher of the school which the child last attended, is accepted.

It is the custom in Connecticut to promote children twice a year, and in many places the examinations for promotion are checked up in the office of the city superintendent of schools. This method makes it difficult, at least for principals or teachers of public schools, to get rid of troublesome children by promoting them into a grade from which they can get certificates without examination. Under any circumstances, if an agent suspects that a transcript of a school record is fraudulent or has not been honestly issued he may require the child to take the educational test; and during the summer vaca-

tion, when the schools are not in session and children can not get transcripts from school registers, reliance in issuing regular certificates is placed wholly upon office examinations.

Until the fall of 1914 the educational test consisted simply of an examination in arithmetic. The child was required to write his name, his address, the name of the town, and the date at the top of a sheet of paper, and was given half a dozen problems in arithmetic, which he was required to work out on the sheet. These problems were the same for all children and involved, as will be seen by examination of the form ¹ filled out by a child in the Hartford office, both common and decimal fractions. No test was made of the child's ability to read, and the only evidence required of his ability to write was the writing of his name and address and the date at the head of his arithmetic test. The assumption was that if a child had been in school long enough to be able to pass this examination in arithmetic he must also have learned to read and write.

During the fall of 1914 reading and writing tests ² were added. These are much simpler than the test in arithmetic, which is practically the same as before. The reading and writing tests seem adapted to a child who has completed the work of the first grade, whereas the arithmetic examination could hardly be passed by a child who had not completed the work of the fifth grade. In the reading test there are only two words of more than one syllable, and the writing test consists merely of answers to questions as to age, when last at school and what grade, father's name and business, where the child intends to work, the name of the State, and the names of the days of the week. An indefinite time is allowed for the educational test, and if, in the unfamiliar surroundings, the child appears to be nervous or unable to concentrate his attention, he is often allowed several trials.

In order to secure uniformity throughout the State the entire educational test is now printed for use by all agents, but it is changed every month or two.

In this connection attention should be called to the fact that the child labor law does not require ability to read and write in the English language. Unless there is some local regulation to the contrary, children whose education has been entirely in a foreign tongue are entitled to receive employment certificates if they can pass the arithmetic test and can "read with facility" and "legibly write simple sentences" in any language. This fact doubtless accounts for the simplicity of the reading and writing tests as compared with the test given in arithmetic.

Teachers in the regular graded classes often give special assistance to children who wish to pass the educational test and to children who have come back to school after failure to pass it. Agents of the State

¹ Form 3, p. 57.

² Form 3a, p. 58.

board sometimes even tell the children to ask for such help.¹ In some towns, as New Britain and Meriden, the ungraded classes assist backward children to meet the educational test for employment certificates. In at least one instance an agent of the State board, on the advice of the superintendent of schools but much to the disappointment of the teacher, refused certificates to an entire group of backward and slightly defective children trained in an ungraded class, because they did not understand one minor process in arithmetic, though they successfully solved the more difficult problems in which they had been coached. But as the test is printed and the same one is used for some time, it would seem easy for a child to memorize the solutions to the particular problems given and to pass the test without a thorough knowledge of the principles involved.

EVENING-SCHOOL ATTENDANCE.

Until 1911 attendance at evening school was compulsory for all illiterates over 14 and under 16 years of age who were employed in towns where public evening schools were maintained. As this law applied only to children who, under the child labor act of 1911, can not obtain certificates, i. e., to children who are unable to read and write in any language, it was entirely superseded by the latter act so far as children who must have certificates are concerned. At present there is no compulsory evening school attendance in Connecticut. Evening schools are maintained, however, in several towns and are largely attended by foreign-born children as well as by adults.

ENFORCEMENT.

The laws prohibiting the employment of children under 14 and providing that those from 14 to 16 years of age must have employment certificates from the State board of education and be actually at work or attend school are enforced by two methods, first by an elaborate system of following up both children and employers, and second by the inspection of establishments where children are employed. A child between 14 and 16 years of age must be in school unless he is lawfully at work. This dovetailing of the child labor and compulsory education laws means in practice that, during school hours at least, one law is as well enforced as the other. The main element in the enforcement of the certificate law is an elaborate system of following up children in order to enforce the compulsory education law. In this system, as will be seen, the employer checks up violations by the child; the child checks up violations by the

¹ A boy came to the Hartford office, for example, who claimed to have finished the seventh grade and who brought all the necessary papers to procure a certificate. He was exceedingly nervous and, after trying several times, was unable to pass the educational test and was refused a certificate. He was told to ask the teacher to explain to him the more difficult operations and to return and try again in a few weeks.

employer; and the machinery devised for enforcing school attendance automatically and simultaneously enforces the employment certificate law. Inspection is used merely as a means of filling up the loopholes in the system of reports and counter reports which has been devised to keep all children under 14, and all under 16 who are not lawfully employed, in school during the hours and terms that the public schools are in session and to prevent violations during school vacations.

In considering how the methods of enforcing school attendance of children from 14 to 16 years of age work out in practice, two classes of towns or cities and three classes of children must be considered. First, there are the larger towns which have school-attendance officers. In these towns all children except those who have employment certificates are directly under the jurisdiction of the local attendance officers except that these officers may report to the agents or attendance officers of the State board children whom they are unable for any reason to locate—particularly if they suspect that such children may be illegally employed. Second, there are the smaller towns and villages which have no local attendance officers and where the agents and attendance officers of the State board enforce the school attendance of all children.

As for the children, there are, first, children who have been in a public school in Connecticut and do not have employment certificates; second, children who have never been in a public school in Connecticut and do not have employment certificates; and third, children who, whether or not they have been in a public school in Connecticut, have already been given employment certificates. So far as the first two classes of children are concerned the problem is primarily one of the enforcement of the compulsory education law.

KEEPING CHILDREN IN SCHOOL.

In the larger towns children from 7 to 16 years of age who drop out of a public school or are irregular in their attendance are reported to the local attendance officers and are followed up by them. Regardless of the ages of the children, all cases which can not be located are supposed to be reported weekly by these officers to an agent of the State board. This agent later reports back to the local attendance officers the results of his investigations. In the smaller places, where there are no local attendance officers, the superintendents, principals, or teachers send to the State agent in charge of their district monthly reports of unexcused absences and of irregular attendance, and the agent follows up all such cases regardless of the ages of the children.

No child, then, can leave school without being reported to some official whose duty it is to see that he either returns to school or produces some lawful excuse for his absence. The disappearance,

through the family's moving to another town or district, of a child who has once been in a public school is rendered particularly difficult by the fact that the State agents, who are in charge of the unlocated cases of truancy reported by local attendance officers in the larger towns and cities as well as of all cases reported by school authorities in the smaller places, are in constant communication with one another.

Thus if the State agents and the local truant officers have enough time and are conscientious enough to perform their duties thoroughly, it must be practically impossible for a child who has been in a public school in Connecticut to go to work under 14 years of age, or under 16 without an employment certificate. It should be noted, however, that there are only two local attendance officers in New Haven, two in Bridgeport, and one in Hartford.

The agents of the State board of education see that children who have been employed on summer-vacation certificates return to school in the fall and that children of any age who have been placed in private homes by county officers attend school regularly.

Children who have never been in a public school in Connecticut and do not have employment certificates, with whom may be classed the few children who disappear from the school system and can not be located, are of two classes—those who have attended parochial or private schools in Connecticut and those who have come into the State from the outside, either from another State or from abroad. Parochial schools are required by law to keep registers of attendance in the form prescribed by the State board of education for public schools, and these registers must be open during school hours for inspection by the secretary and the agents of the State board. These schools must also make to the State board annual reports¹ which, however, do not include reports of absences from school. In some places parochial schools are cooperating with the State and local authorities by reporting their truancy cases in the same way as public schools, but, in general, they are reluctant to ask for the assistance of public school attendance officers, and such cooperation is entirely voluntary.

SCHOOL CENSUS.

In the case of children who come into Connecticut, either from other States or from abroad, and who do not promptly report at a public school, the principal means of enforcement of the compulsory education law is the annual school census. The primary purpose of this census is to serve as a basis for the apportionment of school funds, though it serves also as a certain check upon parochial school children. Each town or district is entitled to \$2.25 from the State for every child enumerated, and districts within towns are also entitled

¹ General Statutes, revised edition, 1902, sec. 2104.

to city funds, which in Hartford bring the total up to about \$6 for every name listed.

The law directs the enumerators, whenever they find children who are not in school, to "ascertain the reason for such nonattendance and if such persons are employed at labor the names of their employers or of the establishments where they are employed."¹ In many places in the State the school registers are checked up by the enumeration lists to see that all children in school are counted in the enumeration and that all children enumerated are either in school or otherwise accounted for. It is in such places that the census is of the greatest assistance in enforcing the compulsory education and child labor laws; but even in other places, if the enumeration is carefully made, it brings to light the names of children who have come into the State from outside and are not enrolled in any school and tends to prevent such children from going to work illegally.

The annual enumeration covers all children over 4 and under 16 years of age and is made in districts by the school district committee or, if they fail or are unable to do so, by the clerk, and in towns by one or more persons appointed by the town school committee. The law requires that the enumeration shall be made during September and shall show the names and ages of all children, together with the names of their parents or guardians, who belonged to the district or town on the first Tuesday of that month.² Returns are supposed to be made to the school visitors or the town school committee by September 25, and the law provides that if the returns from any district are not in by that time "one of the school visitors or a person duly appointed by the board of school visitors shall make a complete enumeration before the 15th of October." In practice the school census is taken as early as possible in September. It can hardly be begun, however, as early as the first Tuesday, for schools are not yet open at that time and parents and children are often away from home.

No particular qualifications are required for school census enumerators. In districts where the clerk takes the census there is generally greater uniformity in methods from year to year than in towns where political considerations are apt to enter into the appointment of enumerators and where a new set of enumerators is appointed every year. In Hartford and Willimantic, for example, good results are said to be obtained by having the census taken each year by the same enumerators, while in Bridgeport it is stated that the change of enumerators each year has proved a serious handicap in securing complete returns. Nevertheless, in the fact that enumerators are paid

¹ General Statutes, revised edition, 1902, secs. 2252 and 2255, as amended by acts of 1913, ch. 182. For the text of these sections, see p. 54.

² Until 1913 the school census was taken in October.

from 3 to 5 cents for every name there is a strong incentive to secure all the names possible. In some districts enumerators are obliged to hire and pay their own interpreters.

Enumerators are supposed to make a house-to-house canvass. They accept the parent's statement for all information wanted, including whether or not the child is in school and if employed the name of his employer. There is a penalty of \$3 for failure to give the information required,¹ but none for giving false information except a general penalty of \$20 for making a false statement concerning the age of the child "with intent to deceive the town clerk or registrar of births, marriages, and deaths of any town or the teacher of any school."²

Blank forms for the census enumeration are furnished by the State board of education,³ but their use is not obligatory. In most of the larger towns and cities, indeed, they have been found unsuitable because they have no spaces provided for the addresses of the parents or of the children. In many places local forms and methods have been devised.

In Bridgeport, for example, the enumeration is first taken on a pad form,⁴ a separate slip for each family, and the blanks call not only for the present residence but for the residence on October 1 of the previous year. This information is then transferred to a permanent form,⁵ which is filed in a card catalogue and which contains each child's record in parallel columns year by year for the entire period of compulsory school attendance. This system makes it impossible for any child whose true age was recorded when he entered school to skip a year when he is nearing 14 in order to go to work earlier, for a misstatement of age is detected as soon as the information secured in the latest enumeration is transferred to the card containing the record of earlier enumerations.

In most places, owing mainly to the financial incentives offered both to school districts and to enumerators, the school census is believed to be taken with a fair degree of accuracy. New Britain, however, reports that a double method of checking reveals the fact that from 400 to 600 names are omitted each year by the enumerators. In some towns an insufficient number of enumerators are employed. Thus New Britain with its population of about 44,000 can not secure as good results with two enumerators as Willimantic with its population of only 12,000 can secure with three enumerators. For with fewer enumerators either carefulness or rapidity in covering the city must be sacrificed, and both are factors in the accuracy of the census.

¹ General Statutes, revised edition, 1902, sec. 2226.

² General Statutes, revised edition, 1902, sec. 2120. For the text of this section see p. 54.

³ Form 15, p. 65.

⁴ Form 16, p. 66.

⁵ Form 17, p. 66.

Though not always done, it appears to be a general custom to compare the census records with the school registers. Out of the seven cities visited this is done in five—Hartford, Bridgeport, Waterbury, New Britain, and Willimantic. In Bridgeport, as has been seen, the census records of each year are compared with previous census records as well as with lists furnished by the schools. In New Britain, too, there is a double check, as the enumerators' records are not only compared with the school registers but with cards made out in school by the children themselves. This latter method of checking is the one in use in Middletown, where it is considered better than a comparison with the school registers. In Middletown, just previous to the taking of the census, blank cards¹ are distributed in parochial as well as in public schools and are filled out by all the children enrolled. In addition to data concerning the child they ask for information in regard to the child's brothers and sisters, their names and ages, and where they are at work or in school. This latter feature is an additional check, which is valuable to the State agents in discovering cases of illegal employment.

New Haven is the only one of the seven cities visited where no effort is made to compare the school census returns with the names of the children enrolled in school. The superintendent of schools stated, however, that he believed the census, made annually by 10 men, to be practically complete and accurate.

APPLICANTS FOR CERTIFICATES.

Children who have once applied for certificates, whether or not they have been in school in Connecticut and whether or not they get the certificates for which they apply, find themselves caught in another network of reports and counter reports. Among these children are many newcomers in the State who might not otherwise be located until the next census, but who have been sent in to obtain certificates by employers to whom they have applied for work.

Reports of the names of all children who have applied for certificates, with the disposition of each case, are supposed to be made by the agent of the State board to the local school board, the attendance department, or the teacher in the town. Where office hours for issuing certificates are held more often than once a week, as in New Haven and Bridgeport, the reports are made weekly, and in other places they are made after each office period. Reports of pending cases, i. e., of children who have applied but failed to produce their parents or guardians or one or more of the requisite documents, are made monthly. Where the agent's office is in a school building the disposition of each case is checked up on the school records at the

¹ Form 18, p. 66.

time of the child's application. In Hartford, where cooperation with the schools began later than in some of the other cities and is not as thoroughly worked out, the disposition of cases is reported to some of the schools only if the children have brought transcripts from school registers and not if their qualifications have been determined solely by the educational test; but in one school district, where the children are mainly foreign born, this report is made at once.

The school authorities, after being notified that a child has been refused a certificate or has not returned to complete his records, are supposed to report to the agent within one week whether or not the child is in attendance, and within two weeks the agent is expected to inform the secretary of the State board as to the exact whereabouts of the child.

In addition to this system of reporting, if a child is refused a certificate on the ground of insufficient education, an "attendance notice,"¹ which states that the child has not sufficient education to warrant his leaving school to be employed and names the school which he must attend, may be either given or sent to his parent. One of the stubs attached to this attendance-notice form is sent as a memorandum to the State board of education at Hartford and the other is retained by the agent for use in following up the case. Of these notices 559 were sent out by the State agents during the year ended August 1, 1914. There is a penalty of not exceeding \$5 for each week's failure on the part of the parent to send his child to school after having received such a notice.

UNEMPLOYED CHILDREN.

The agents of the State board of education are primarily responsible for the school attendance of children who have received employment certificates but are temporarily unemployed. They are sometimes assisted by local attendance officers. But as soon as a child is reported to the local school authorities as having been granted a certificate to work, his name is removed from the school register. Thereafter he is supposed to be in charge of the State board, and all reports concerning him are handled by the State agents.

Whenever a certificated child is not actually at work he is supposed, under the compulsory education law, to be in school. In order to make it possible to enforce this provision the system of commencement and termination notices already mentioned was made part of the law. And in order to enforce the return of these notices the State board has devised a follow-up system by means of which the child automatically checks up the employer. Thus, if an employer to whom a child has had a certificate made out fails to send in a

¹ Form 19, p. 67.

commencement notice he is sent a form letter ¹ together with another blank commencement notice and another copy of the section of the law, with the penalty of \$10 for failure to return commencement and termination notices underlined in red ink. If he does not respond to this notice, the case is sent to the nearest agent with instructions to investigate. In the same way, if a child applies for a subsequent certificate or an agent of the State board hears in any way that a child has left a certain employer, and if the termination notice in either case has not been received, the previous employer is sent a form letter² requesting him to return at once the termination notice for that child. This also is followed up, if necessary, by an agent's visit. An occasional prosecution, it is evident, would cause the children themselves automatically to force their employers to send in commencement and termination notices. There is said to be much difficulty, however, in persuading prosecuting attorneys to bring action in such cases. Up to August 1, 1914, only one such case had been prosecuted—a test case brought in Hartford, which was thrown out by the supreme court because the State agent had not kept his promise to allow the employer three weeks for the return of the notice.

In regard to the return of termination notices, employers complain that it is often impossible to tell when a child has quit work and therefore impossible to avoid delay in sending the notice to the State board of education. As the child has no interest in the employer's copy of his certificate he is not obliged to ask for its return and the employer can not know, when a child fails to appear, whether he is ill or has found other employment. For this reason some employers keep the parent's copy, as well as their own copy, of each certificate on file, knowing that the child is likely to ask for his parent's copy before leaving. Some of the agents even instruct children to leave their parents' copies with their employers, a procedure which is a protection to the employer but perhaps a handicap to the child in seeking a better position.

If a child does not apply for a new certificate within a short time after a termination notice has been received at the office of the State board in Hartford, a return postal card ³ is sent to his parent asking where he is employed, or, if not employed, where he is attending school. This postal card is intended to be sent a week after the termination notice is received, but in practice it is often not sent for several weeks. If no answer is received within two weeks, or if the child is reported to be out of work and not in school, an agent is notified. The agent may either turn the case over to a local attendance officer or go himself to the home and tell the parent that the

¹ Form 20, p. 67.

² Form 21, p. 67.

³ Form 22, p. 68.

child, if not at work, must go to school. Agents are required to report to the State board upon such cases within two weeks after notification. After his first visit to the home the agent generally allows the child a week in which to secure another position.

The provision that unemployed children must go back to school is the most difficult part of the law to enforce. In the first place it is entirely dependent upon the sending in by employers of termination notices. If the employer fails to send this notice the child may be either unemployed and not in school or illegally employed for months unless he is accidentally discovered. In Hartford the vocational counselor employed by the vocational guidance committee, a private organization, assists in locating such cases and reporting them to the State board. At one time the counselor found in three months some 50 cases in which employers had failed to send in termination notices. The offenders were warned, and since that time employers are said to have been much more careful about sending these notices promptly.

A second reason for the difficulty in getting unemployed children back to school is that no provision is made in the schools for profitably utilizing their time. In some places these children are put in ungraded classes, but as they have already passed the educational test for a certificate this provision does not by any means fill their needs. Where in the absence of ungraded classes they are put back into the regular grades their condition is even more unsatisfactory, for they find themselves in a lower grade than they would have been if they had remained in school and at the same time in the company of children who are in many ways less mature than themselves. The difficulty involved in such association, as well as the difficulty of teaching these children in the regular grades, which they may enter or leave at any time of the year, serves to make unemployed children undesirable pupils from the teacher's standpoint.

Recognizing the lack of opportunity in the schools and the lack of welcome there, the agents of the State board of education, instead of attempting to send unemployed children back to school, often attempt to find new positions for them. Moreover, if a family is known to need a child's earnings the agent may even help him to get his first position. In either case the agent usually calls up an employer and recommends the child or sends the child to an establishment which he knows to be in need of help. A blank form¹ has recently been prepared for agents' records of children who are in need of work.

¹ Form 28, p. 69.

INSPECTION.

The inspection of establishments for certificated children, like the issuing of certificates and the following up of unemployed children, is done by agents of the State board of education. The regular factory inspectors, as has been pointed out, have no duties in connection with the enforcement of the law relating to employment certificates, and any assistance they may render is purely voluntary. They do aid, to a limited extent, by reporting cases of "suspects" or of certificates on file in establishments where the children are not working. But they have no legal right to ask to see employment certificates and do not often see them.

The agents of the State board of education, on the other hand, have the power to demand the production of certificates for children under 16, together with lists of such children, but have no legal power to go through an establishment to see whether the children at work there are all on the list. The employer is liable to a fine of not more than \$100 for neglect to keep certificates and show them to the agents of the State board, but he can, if he wishes, forbid the agents to enter his workrooms. In practice, it is said, this is not a serious limitation of power, as in only two cases have employers ever refused to allow agents to go through their establishments.

A more serious limitation of power appears to lie in the fact that agents can not prosecute directly, but can only report violations of the law to the State's attorney for the district, who uses his own judgment about bringing cases into court. Nevertheless, during the year ended August 1, 1914, there were 29 prosecutions for illegal employment. The penalty in such cases is a fine of not more than \$100.

The only regular inspectors of the State board of education are the six agents who visit establishments in their districts whenever they are not occupied in keeping office hours to issue certificates or in work connected with the enforcement of the compulsory education law. In addition to inspections made by regular agents special canvasses are made at irregular intervals in the larger towns. During these canvasses all the regular agents and several additional ones are turned into a single district. During 1912-13 eight additional agents were employed, most of them for only a month or two, but some of them for three months. The number of towns canvassed during the year ended August 1, 1914, was 14, and the number of establishments inspected was 937. The State board, however, has a list of about 7,500 establishments in the State in which children under 16 years of age are employed.

The procedure of inspection is very simple. In a small establishment the agent secures the certificates at the office and then goes through the workrooms. Whenever he sees a child who appears to be under 16 he asks his name and looks for his certificate. If it is

found, the agent makes no further inquiry; if not found, he asks the child's age and address and the name of the school last attended. Later he ascertains the correct age of the child from the school or from the files in his own office. Whenever he finds a child who appears to be certainly under 16 years of age working without a certificate he instructs the foreman or employer to cease employing the child until the correct age is established and tells the child to come to his office with proof of age. If the agent does not find a child for every certificate on file, he makes inquiry at the office as to the missing children, and if he finds that a child has been dismissed and no termination notice sent to the State board he requires the employer to make out the termination notice before he leaves the premises. The agent also instructs employers to take no risks when in doubt as to the ages of children applying for work without employment certificates, but to send them to his office for statements of age. The agent makes no inquiry as to hours, character of work, or labor conditions.

In a large establishment the agent generally makes his tour of the workrooms without the certificates, but speaks to and writes down the names of all the children who appear to be under 16 years of age. Later he compares the names and the certificates in the main office. Sometimes the employer summons all the children together and the agent checks them up by the certificates. By this method, however, it is impossible for the agent to detect the child who is not 16 years of age but who because claiming to be is not told by the employer to appear, and for this reason he usually makes a tour of the establishment. In all other respects the procedure is exactly the same as in small establishments.

Whenever an agent inspects an establishment he records the results on a card,¹ which gives, in addition to the name and address of the firm, the business in which it is engaged, the name of the superintendent, the number of hands employed, the number of girls and boys between 14 and 16 years of age, the number working without certificates, and the number employed under 14 years of age. The agent keeps this card, but the information is transferred to another blank,² which is sent to the State board at Hartford. This latter blank, it should be noted, is now filled out only in part, as its questions were made to fit inspections under the old law and cover some questions, such as those relating to hours and wages, which the agent can not now legally ask. The agent also keeps a list of inspections as a guide to future work, and the State board makes up, from the reports which it receives, a record of the history of inspections³ by establishments. This last form, it is said, has not proved entirely satisfactory, as it does not show on what date the information was gathered and has to be supplemented by notes on the back.

¹ Form 23, p. 68.

² Form 24, p. 68.

³ Form 25, p. 68.

SUMMARY.

To sum up, the principal duties of the agents of the State board of education, who are primarily responsible for the enforcement of the employment certificate law, are (1) to issue certificates; (2) to inspect manufacturing, mechanical, and mercantile establishments in their own districts and see whether certificates are on file; (3) to assist from time to time in special canvasses of their own or other districts; (4) to report to the State's attorney and to act as prosecuting witnesses in cases of violation of law, whether by employers or parents; (5) to follow up employers who fail to send in commencement or termination notices; (6) to follow up in large towns all children from 7 to 16 years of age who have dropped out of school or who, having applied and not been given certificates, can not be located by the local attendance officers; (7) to follow up in small towns all children from 7 to 16 years of age who have dropped out of school or have applied and not been given certificates; (8) to follow up children of school age who are not in school but have been located by the annual school census; (9) to see that children who have been employed on summer-vacation certificates return to school in the fall; (10) to report to school boards, superintendents, or teachers the names of children who have applied for certificates, with the disposition of each case; and (11) to follow up children who have been employed but are out of work.

The agents make monthly reports¹ of the number of towns visited, the number and kind of establishments inspected and the results, the number of special cases investigated, the number of applications for certificates, the number of certificates issued and refused, the number of notices to attend school and of statements of age issued, the number and the results of prosecutions, the number of copies of certificates (subsequent certificates) issued, the number of letters written, and the number of days occupied in issuing certificates. From these reports the State board can make out monthly statements for the entire State. The agents also have monthly meetings in Hartford, when they compare notes, discuss doubtful cases, and receive instructions.

RECORDS.

The records kept of the administration of the employment certificate law are of three classes—those relating to the State as a whole, those relating to the Hartford district, and those relating to districts outside of Hartford. Both the State and the local Hartford records are kept in the State capitol building at Hartford, and the local records of other districts are kept in the offices of the State agents for those districts.

These records are as follows:

¹ Form 26, p 69.

STATE RECORDS.

1. Alphabetical file of State board copies of all certificates in force in the State, each certificate accompanied by commencement and termination notices and subsequent certificates for that child. (Forms 7, 8, 9, 12, pp. 60, 61, 62.)
2. Similar file of expired certificates and of statements of age. (Form 14, p. 64.)
3. Similar file of vacation certificates. (Form 13, p. 63.)
4. Correspondence file of form letters to employers, parents, etc., and other correspondence. (Forms 20, 21, 22, pp. 67, 68.)
5. Memoranda of attendance notices given parents of children refused certificates, pasted in books by months. (Form 19, p. 67.)
6. File of agents' reports of inspections. (Form 24, p. 68.)
7. Historical records of inspections of each establishment. (Form 25, p. 68.)
8. Monthly reports of State agents. (Form 26, p. 69.)

HARTFORD DISTRICT RECORDS.

1. Alphabetical file of information cards for all applicants, including both those refused and those granted certificates, and also information cards for children over 16 who have received statements of age. (Form 1, p. 56.)
2. Alphabetical file of evidence of all kinds warranting the refusal or the granting of certificates, including evidence of age, examination papers, transcripts of school records, and employment tickets. (Forms 2, 3, 3a, (back), 4, 5, pp. 56, 57, 58, 59.)
3. Information cards for continued or pending cases. (Form 1, p. 56.)
4. Memoranda of agents' reports of inspections. (Form 23, p. 68). In Hartford the duplicate memoranda of attendance notices (Form 19) are sometimes destroyed and are sometimes given to a State agent or to the local attendance officer. Parents' copies of subsequent certificates (Form 12) are either destroyed or exchanged; in the latter case the old parent's copy is destroyed. Employers' copies of statements of age (Form 14) are sent to the employers.

LOCAL RECORDS KEPT BY STATE AGENTS OUTSIDE OF HARTFORD DISTRICT.

1. Alphabetical file of information cards for children granted certificates, parents' copies of subsequent certificates with the names of the employers inserted by the agents, and employers' copies of statements of age for children over 16, together with information cards for such children. (Forms 1, 12, 14, pp. 56, 62, 64.)
2. Alphabetical file of information cards for children refused certificates. (Form 1, p. 56.)

3. Alphabetical file of all documents accepted as evidence of age, and of examination papers. (Forms 2, 3, 3a, 3a (back), pp. 56, 57, 58, 59.) Transcripts of school records and employment tickets are destroyed from time to time.

4. Duplicate memoranda of attendance notices. (Form 19, p. 67.)

5. Information cards for continued cases. (Form 1, p. 56.)

6. Memoranda of agents' reports of inspections. (Form 23, p. 68.)

7. List of inspections—kept in a book.

8. Teachers' attendance reports for all children in small towns—kept until unexcused absences have been investigated.

CONCLUSION.

The most striking features of the administration of the employment certificate system in Connecticut are its centralization and its consequent uniformity in procedure. The law is short and on many points, such as the evidence of age to be accepted, specifies no details of procedure; but it is so drafted as to give the State board of education power to make rules and regulations relating to these details. This is done not by any formal delegation of authority, but simply by placing the whole matter in the hands of the secretary and agents of the State board who, though they can not issue certificates to children who do not meet the requirements laid down in the law, are alone responsible for determining whether or not these requirements are met. The law does not make the issuing of certificates mandatory upon the secretary and agents of the State board. In other words, the child is not given the right to demand a certificate upon producing certain documents, but before issuing the certificate the agent must be satisfied of the truth of the facts to which he personally certifies.

This shifting of emphasis from the child's right to an employment certificate to the power of the secretary and agents of the State board to use their discretion under the law in issuing such certificates makes it possible to establish a uniform system of rules and regulations governing details which in many States are specified in the law itself. Such rules and regulations could not be enforced if local officials issued the certificates without central control, and such a method of issuing them under a law of this kind would lead to wide differences in actual standards throughout the State; but this possible danger appears to be entirely obviated by the fact that the State board is able to keep the issuing of certificates entirely in the hands of its own agents, over whom it has complete control.

Similar uniformity exists in most of the methods by which the law is enforced. The taking of the school census and the following up of the truants from school in places where there are local truant officers

are practically the only functions of the enforcement system which are not performed under the direct unifying supervision of the State board of education.

METHOD OF SECURING CERTIFICATES.

In spite of the fact that instead of definitely giving children the right to demand certificates the law gives the secretary and agents of the State board of education the power to issue them, the necessary procedure for obtaining certificates seems to involve almost as little hardship to children as is consistent with the proper protection of their interests which is the main purpose of the law. Though there may seem to be some hardship in the rigid requirement that one of the parents must be present in person, his presence is required only once, and experience, it is claimed, has demonstrated that this is desirable.

That the child shall bring a promise of employment is essential if an employment certificate is to be in reality what its name implies and not merely a permit to leave school for any purpose whatever. If a child has actually secured a position this requirement does not commonly make necessary a second trip to the agent's office before getting a certificate, for employers generally understand that they must give the child such a promise, and any signed statement of the kind is accepted. On the other hand, if the child has no position promised this requirement prevents him from getting out of school merely to roam the streets. In any event the child goes away from the first interview with full instructions as to what he must bring next time in order to secure a certificate.

The procedure of obtaining a subsequent certificate, or a copy of the original certificate for a new employer, is as simple as it could well be made. The child, the parent, or the employer may apply in person or by letter or postal card, and without further formalities the copy is sent. Inconvenience to the child in securing a new position and going to work at once is obviated by the fact that, pending receipt of a copy reading to his new employer, he may work for a week on the authority of the parent's copy of his original certificate.

EVIDENCE OF AGE.

The evidence of age required seems fairly conclusive, though it might be improved in some cases if the agents knew and gave positive instructions as to the official from whom foreign-born children could secure copies of their birth records. If this were done and proof, such as a receipt for a registered letter, were produced at the office showing that the parent had actually attempted to obtain such a record, it might be possible in cases where the child appeared to be certainly over 14 years of age to relax somewhat the requirement that a child must wait weeks on foreign mails before getting his employment cer-

tificate. Whether or not it seemed best to relax this rule, birth registration, it is well known, is more complete in most European countries than in the United States, and copies of birth certificates can very generally be obtained for foreign-born children, provided application is made to the proper official and the regular fee is sent. Often, however, parents know neither to whom they should write nor the amount of money to send, and if left undirected they sometimes write to relatives and sometimes, even if they write to the proper official, fail to send the fee. As a result many children for whom transcripts of birth records could have been secured, if application accompanied by the requisite fee had been made to the proper official, must finally secure certificates with no better evidence of age than they first produced. In these cases the effort of sending to the foreign country and the delay of waiting for a reply are so much labor and time lost.

EDUCATIONAL REQUIREMENTS.

The educational standard required to obtain a certificate is practically completion of the fifth grade—not a very high standard for 14-year-old children. Even this standard is lowered by three facts:

First. The reading and the writing tests are so much simpler than the arithmetic test that special coaching in the latter subject may enable a child who has not in other subjects a fifth-grade education to obtain a certificate. These children and perhaps others, if examined a year later and after having been out of school for several months, might not be able to pass the test; but no such examination is given.

Second. Fifth-grade school records are accepted in lieu of the test in practically all cities and towns, except Hartford, where large numbers of children are employed, and teachers or principals who wish to get rid of backward or troublesome children may therefore be able to promote them out of school into industry. In Hartford the ninth-grade requirement seems to make this kind of promotion difficult, for in city schools the collusion of several teachers would be required to push a child who could not pass a fifth-grade examination up through the ninth grade. In many other places this is practically impossible, it is claimed, as promotions are made twice a year as the result of examinations which are checked up in the office of the superintendent of schools. No such check is placed upon private schools, and the State board of education itself uses no method of detecting unearned promotions. The records of applicants might be examined; but this would be a laborious process as compared with the simple expedient of requiring every child to take an educational test regardless of the grade in school—a procedure which is unquestionably authorized by the law.

Third. Another fact which tends to lower the educational standard is the failure of the law itself to require ability to read and write English. The theory upon which it is attempted to justify this omission is that it must be made easy for a foreign-born child to obtain a certificate, or else he will go to work without any legal protection whatever. However, the problem of registering the foreign-born child either in school or in the certificate office has to be met in any event, for probably a majority of these children have not received sufficient education in their own language to pass the arithmetic test. This test is said to keep many foreign-born children in school until they are 16 years of age, while American children, unless mentally defective, can generally go to work at 14 if they wish. Certainly an unenforceable provision of law is undesirable; but it does not seem impossible to devise methods of enforcing a law which would require a knowledge of the language of their adopted country by young wage earners.

No provision is made in the law for the exemption of mentally defective children from the educational requirements. If unable to finish the grade requirement or pass the educational test these children must stay in school until they are 16 years of age, even though they may be unable to make any progress in the subjects taught.

PHYSICAL REQUIREMENTS.

The physical standard, however, is in practice the weakest feature of the employment certificate system. Just how many children are required to undergo a physical examination is not known, but during the year ended August 1, 1914, only 30 children out of over 13,000 applicants were refused certificates on account of their physical condition. As no child is sent to a physician unless the agent has good reason to believe him physically unfit for work, it is safe to assume that the physician's verdict is unfavorable in the great majority of such cases and that the number examined is not much greater than the number rejected by physicians. How many of the nearly 7,000 children who were given certificates might also have been refused if a physician had had a chance to examine them is, of course, problematical; but so many physical defects—for example, heart disease—are not obvious to the casual interviewer that it seems certain that a considerable number of children under 16 years of age who are not physically fit to go to work are annually granted employment certificates.

This fact does not appear to be necessarily due to any defect in the law itself. The law does not make a physical examination an absolute requirement for a certificate, but it does provide that the agent who issues certificates may require any child to have a physical examination made by a reputable physician and may charge the

over 16 serves to show the care employers are taking to make certain that the law is obeyed. Nevertheless, children under 16 without certificates often find work in small establishments, such as bowling alleys, grocery stores, small bakeries, and other similar places, and occasionally by misrepresenting their ages they obtain work in large establishments. If these children become 16 years of age before the next school census they escape entirely the protection of the certificate system.

The fact that employers so generally insist that children secure either employment certificates or statements of age sets into operation another method of following up children who have not been in school; for the name and address of every child who makes inquiry in regard to employment certificates are taken down, and thereafter that child is followed up to see that he is either in school or at work.

Industrial inspection, which in most States is the principal method of enforcing employment certificate laws, in Connecticut is generally considered to be the least important part of the duties of the agents of the State board of education. As employment certificates are practically always sent by mail and as in other ways the agents deal directly with the employers and not indirectly through the children, each agent, if he were careful, could know in advance of an inspection exactly what children were working legally in an establishment; and as children have practically no chance to give away or sell certificates without being caught it is of little, if any, importance that the certificate contains no means, such as a signature or a physical description, of identifying the child. These inspections are of value, however, in finding children who claim and may appear to be over 16 years of age and in educating employers to greater care in regard to such suspicious cases. But in order to accomplish this purpose the inspector must make a tour of the premises, and this, as has been seen, he does not always do.

The fact that when a child stops work for an employer that employer retains the employment certificate opens another possible loophole. It is difficult to see anything but respect for and fear of the law which could prevent an employer with a certificate on file for Rosie Jones, who has left his employ and is either idle or employed elsewhere, from rechristening some child whose name is not recorded among those to be followed up by the school authorities and employing her on Rosie's certificate. If Rosie is employed elsewhere she has doubtless obtained a copy of her certificate for her new employer, but even then it is impossible for the agent to know every child in his district or to go over all his records before making an inspection. If he consulted his own records he would see at once that Rosie was no longer employed in that establishment, but if he trusts to the certificates handed him by the employer Rosie appears

to be there and he can not be expected to remember anything to the contrary. Such cases may happen rarely, but this loophole could easily be closed by requiring the employer to return his copy of the child's certificate with his termination notice.

The agents often do not have enough time left from their other duties for thorough inspections, and the special canvasses probably do comparatively little good in discovering willful violations, for, even if the time of such a canvass is not known in advance, the information that it is going on must be widely distributed within a few days after it has begun—in plenty of time for most of the children illegally employed either to go to the office and get certificates, or if they can not get certificates to be sent home until the canvass is over and they can return to work with impunity. Violations are found during these canvasses, but not in sufficient numbers to justify the expense and trouble.

Even if the State agents made no effort to enforce the compulsory education law as it concerns unemployed children, they appear to be at present overburdened with work; for wherever there are no local truant officers these agents must enforce the compulsory education law for all children, regardless of age, and in some places this duty throws a heavy burden upon the State agent. Middletown, for example, a city of about 12,000 population, has no local attendance officer, and most of the agent's time is needed for work directly connected with the enforcement of the child labor law. The superintendent of schools can therefore expect little of him when he is notified of a case of truancy beyond a letter to the parent. In other places the local truant officers are even more overburdened than the State agents, but the system is so devised that the child labor law can not be well enforced unless the compulsory education law is well enforced. If children are allowed to drop out of school without being followed up, inspection to supplement the follow-up system is all the more needed, and usually lack of time to follow up the truant means also lack of time to inspect establishments.

As for children who have received employment certificates, the follow-up system is supposed, first, to prevent a child who has a certificate from working for a new employer without obtaining a new certificate, and, second, to send a child who is out of work back to school. The cooperation of a considerable number of persons is required, and that the system does not always accomplish the first purpose is illustrated by the following case: Early in the summer of 1913 a regular certificate was granted to a boy to work for a certain milkman. In July the milkman sent a termination notice to the State board of education. No application was made for a subsequent certificate, and a postal card sent to the parent was not answered. The agent in that district was notified, and he reported the case to a

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local attendance officer. Thus far the system worked. But the attendance officer did not report back to the agent and the agent did not report back to the board, and it was January, 1914, before it was discovered, in going through the files of the main office at Hartford, that the boy had never been accounted for. A postal card was immediately sent to his father and the boy promptly appeared at the agent's office and announced that he had been working at a local foundry for some six months on his parent's certificate. The system had thus broken down because the local attendance officer had failed to make a report to the agent, the agent had failed to demand such a report, and the State office had failed to demand a report of the agent.

UNEMPLOYED CHILDREN.

The only point at which the system breaks down seriously, however, appears to be in returning unemployed children to school. It is admitted practically everywhere that at best there is great delay about returning them, and that, in fact, it is not done to any considerable extent. The reasons are as follows: First, employers are careless about sending termination notices promptly. Sometimes they do not know whether the child has quit work or is sick, and sometimes the first notification that the certificate office has that a child has left one employer is when he applies for a copy of his certificate for a new employer. Second, there is also delay while the State board of education sends a postal card to the parent asking what the child is doing, waits for a reply, and then if none comes notifies the agent in that district. Third, the State agents visit only once or twice a week many places where a considerable number of children are employed, and often when they come they have time to do little more than keep their office hours for the issuing of certificates and move on to the next town.

If the children are really to be kept in school when not employed, it would seem that the procedure of getting them in school on termination of employment must be simplified so as to avoid delay. Supposing the employer always sends the termination notice, he may not do so until perhaps a week after the child has quit work. Another week or 10 days must be allowed for transmission of the termination notice to the office of the State board and for preparing and sending out the postal card to the child's parent. Two weeks are then allowed for a reply. Again the machinery is put in motion and the agent receives his notice to look up the case. If the agent is busy, as he generally must be under present conditions, or if he is not at the time in the city where the child lives, he could hardly visit the child's home within less than another week. Unless the child, then, has meanwhile found another position, he is likely to have been out of

work for some five weeks before the agent finds him. If he then professes to be looking for work, as he is practically sure to do, the agent allows him a sixth week in which to continue his search.

There are ways in which this delay might be greatly reduced. In the first place, employers of children might be required to send in termination notices more promptly, or perhaps whenever a child had been absent from work for two or three days without excuse. Then, instead of the slow process of writing the parent and waiting for a reply, the agent might be notified at once and be required to follow up the case immediately. This process, of course, would necessitate more agents to handle the cases, but more agents would make smaller districts possible, and these smaller districts would have a double advantage, for the agent would be able to visit each place in his district oftener and would become more thoroughly familiar with the children, the employers, and the general employment conditions.

In some towns, where there are local truant officers, the suggestion has been made that in order to avoid delay in getting unemployed children back into school their names be sent to these local officers instead of to the State agent and that the termination notices be sent direct to the local school authorities. It is extremely doubtful, however, whether the truant officers would have any better success than the State agents in dealing with unemployed children, and in many ways more would be lost than gained by such a change, for the advantages of uniformity of administration, particularly those which depend on the close cooperation of the State agents, would be thrown away.

At present, however, the idea is so well established that unemployed children can not be put back into school, that efforts in that direction are generally rather perfunctory, except when the child has been employed only a short time and other conditions are favorable. Even when the agent follows up an unemployed child or meets one idling on the street the child will say that he is looking for a job or that he applies at the factory every morning hoping that he will be taken back. As the agent knows that the child will not go to school if he can possibly help it, that the teachers would find him a nuisance if he did, that he would be given very little if any instruction of practical benefit to him, and that he would escape at the earliest possible moment, he is likely to tell the child to try to find work as soon as possible, and then leave him to his own devices. As a result, unemployed children are on the streets in every part of the State, their numbers varying with the importance of child-employing industries and with the degree of conscientious vigilance exercised by the different agents.

Until some provision is made for giving unemployed children suitable instruction in school, indeed, it is difficult to see how the

problem of getting them into school can be successfully handled either by local truant officers or by agents of the State board of education. The ordinary schools throughout the State are not adapted either to hold the interest of children who have been at work but are temporarily unemployed or to give them the kind of instruction which they need. The child, in short, has every reason for not wishing to go back to school, and little or no chance of deriving any benefit from compliance with the law, while the teacher has every reason for not wishing to have him come back.

The main purpose of the legal requirement that the school authorities shall be notified when a child leaves his employer is to enable the school authorities to enforce the compulsory education law; but, even if unemployed children could in fact be required to attend school, the justice of such a requirement to these children, to the others with whom they must be placed, or to the community is extremely doubtful until some provision has been made for utilizing their time to advantage. Vocational training should doubtless be given them at least part of the time, and compulsory continuation schools which would keep them under some form of instruction every week while they were employed would make the problem easier. But neither vocational nor continuation schools that fail to provide courses which can be begun or ended any day without losing their value can hope to meet the problem of compulsory school attendance for unemployed children.

RELATION TO OTHER CHILD LABOR LAWS.

There are certain obvious disadvantages in having the different child labor laws administered by two entirely separate and distinct departments—the factory-inspection department and the State board of education—and in having two sets of inspectors. Apart from the inconvenience to employers and the expense, this double system compels the factory inspectors, who enforce the laws regulating the hours of labor and prohibiting the employment in dangerous occupations of children under 16, but who have nothing to do with the law providing that such children must have employment certificates, to depend—in determining what persons in a given establishment are subject to the laws which they enforce—upon the wall list of children prepared by the employer. The factory inspector might of course obtain from the State board of education a list of the children employed in the establishment, but this is not done, and even if it were such a list would be no more accurate than the employer's list, for the employer has no reason to omit the name of any child who has a certificate

The result is that whenever the certificate law is violated the hours-of-labor and dangerous-trades laws are or easily may be violated without detection; for when a child under age claims to be over 16 years and secures employment without a certificate the factory inspector as well as the employer is apt to consider that child exempt from the other laws. The inspector may of course demand proof of age in a very suspicious case or report such a case to the State board of education; but by the time an inspector can report a suspected violation of the certificate law to an agent, or an agent a suspected violation under the jurisdiction of the factory-inspection department to the inspector and the proper person can get to the establishment to investigate, the violation may no longer exist. Therefore the tendency created by this divided responsibility is for the factory inspector to rest his work back upon that of the agents of the State board of education and for the latter to shut their eyes to all conditions of labor not under their immediate jurisdiction.

Another result of having these laws administered by different departments is that the opportunity offered by the requirement of a certificate for each separate position to aid in the enforcement of the dangerous-occupations law is lost. In some States the employer must name in his promise of employment the exact occupation in which the child is to be engaged. The office which issues the certificate then approves this occupation, refusing certificates for work which it may consider to come under the prohibition of the dangerous-occupation law. But in Connecticut the State board of education takes no official cognizance whatever of laws which are supposed to be enforced by the department of factory inspection. The employer in his promise of employment does not even name the industry in which the child is to be engaged. The State board may, and probably sometimes does, issue certificates to children upon the basis of a promise of employment in an occupation—unstated but none the less definite in the employer's mind and later in the child's experience—in which the employment of children is illegal.

This latter result of divided responsibility is not, however, essential under the present law, for the provision of the compulsory education law that children from 14 to 16 years of age are exempt from school attendance "while lawfully employed at labor at home or elsewhere" would seem amply to justify the State board of education in requiring that the employer should state in his promise of employment the exact occupation in which the child is to be engaged. Employers do not always know what occupations are legal and what illegal, but if they were required to name the occupation the agent would, if it were illegal, refuse to grant the certificate.

Under the same authority the State board of education might readily extend its work in the direction of ascertaining whether children are in fact "lawfully employed" as regards hours and dangerous occupations; for, though the certificate law gives the board no power over these matters, a child who is working illegal hours or at a prohibited machine is certainly not "lawfully employed" and therefore is not exempt from the compulsory education law, which the State board of education is directed to enforce. If the board is right in its ruling that messenger boys, for example, must have employment certificates, though the law directly requires such certificates only for children in "mechanical, mercantile, or manufacturing establishments," why could it not do more than it does at present to see that children whom it exempts by the certificate system from school attendance are "lawfully employed" as regards both their hours of labor and the character of the occupations in which they are engaged?

As for the lack of power of the factory-inspection department as regards the minimum age and certificate laws, there seems to be no reason why, without lessening the powers or duties of the school authorities, the factory inspector should not have the power and duty of enforcing all child labor laws, those relating to minimum age and certificates as well as those relating to hours and to dangerous occupations. If the factory inspectors were given this additional power, however, they should be required to report the results of their inspections in detail—that is, all children found legally employed as well as those found illegally employed—to the State board of education; for if the State board is to enforce the compulsory education law it must have all available information as to the children who are or may be subject to that law. The factory inspectors would then be much better equipped to enforce the laws relating to hours and to dangerous occupations. At the same time the State board would be better equipped to enforce the compulsory education law. And the inconvenience caused employers by double inspection would certainly be no greater if both State agencies had the power to inspect for all purposes than it is under the present system of inspection by both, each for a different purpose. Indeed it would probably be less, for double inspection would no longer be essential as it is at present.

CENTRALIZATION AND RECORDS.

The two most important points, however, which appear to be clearly indicated by this study of the Connecticut system of administering the employment certificate system are, first, that industrial inspection is only one method of enforcing the law and is probably

destined to decrease in importance as methods of locating and following up children are improved, and, second, that centralization of control over the issuing and the refusing of certificates as well as over inspection tends to efficiency in enforcement as well as to uniformity in standards. Industrial inspection seems to be essential in the absence of a complete and permanent census of all children subject to legal regulation. But it can never be an efficient method of enforcing a child labor law, for children may be here to-day and there to-morrow, and the cost of inspecting all industrial establishments often enough to locate such unstable elements is prohibitory. Therefore the problem of enforcing a child labor law must, like the problem of enforcing a compulsory education law, be approached from the side of the individual child, and school-attendance officers must be authorized to go, at their discretion, wherever children go, even if this power means a certain amount of double inspection of industrial establishments.

If a State child labor law is to be thoroughly enforced, some State agency must keep a record of the whereabouts of every child in the State, whether at school or at work. At present the State Board of Education of Connecticut has, at least theoretically, such a record of all children who are not in school. There are, however, two glaring sources of incompleteness in these records, first, that children engaged in agricultural and domestic pursuits are not included, and, second, that there is no efficient method of registering newcomers to the State. Children are not obliged to have employment certificates to engage in farm and domestic labor. This means not only that children leaving school to go to work in these occupations pass no educational test and are not obliged to fulfill any educational requirements, but also that the names of such children are not in the records of the State board of education. Even if this loophole in the law is not generally known or made use of except in country districts, some record of these children should be kept, it would seem, by the State board in order to prevent their drifting into industrial labor without certificates. As for the registration of newcomers to the State, the school census, even if thoroughly and efficiently handled for that end—which in the absence of any central control is not by any means always the case—is not taken often enough to accomplish the purpose.

The strongest single feature of the Connecticut system and, indeed, the source of most of its other strong features, seems to be the centralization of control over the entire procedure relating to certificates throughout the State in the hands of the State board of education. This centralization is doubtless more necessary as well as easier to attain in Connecticut than it would be in a larger and less densely

populated State; for in Connecticut many towns are so close together that children as well as adults may easily live in one town and work in another, and this is commonly the case. Moving from town to town is also comparatively easy. Local officials, therefore, would have great difficulty in keeping track of children. Through centralized administration, however, substantial uniformity is maintained both in standards and in their enforcement. Every child who obtains an employment certificate in Connecticut passes substantially the same tests of his qualifications, and every child has substantially the same chance of receiving the actual protection of the law.

APPENDIX.

LAWS RELATING TO EMPLOYMENT CERTIFICATES.

EDUCATIONAL REQUIREMENTS.

COMPULSORY SCHOOL ATTENDANCE.

Children from 7 to 16; exemptions from 14 to 16 if lawfully employed.—All parents and those who have the care of children shall bring them up in some lawful and honest employment, and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic, and United States history. Every parent or other person having control of a child over seven and under sixteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, or while the school is in session where provision for the instruction of such child is made according to law, unless the parent or person having control of such child can show that the child is elsewhere receiving regularly thorough instruction during said hours and terms in the studies taught in the public schools. Children over fourteen years of age shall not be subject to the requirements of this section while lawfully employed at labor at home or elsewhere; but this provision shall not permit such children to be irregular in attendance at school while they are enrolled as scholars, nor exempt any child who is enrolled as a member of a school from any rule concerning irregularity of attendance which has been enacted or may be enacted by the town school committee, board of school visitors, or board of education, having control of the school. [General Statutes, revision of 1902, section 2116]

Certain children from 14 to 16; penalty.—Whenever the school visitors, town school committee, or board of education of any town, or district shall by vote decide, or whenever the State board of education shall ascertain that a child over fourteen and under sixteen years of age has not schooling sufficient to warrant his leaving school to be employed, and shall so notify the parent or guardian of said child in writing, the parent or guardian of said child shall cause him to attend school regularly during the days and hours that the public school in the district in which said parent or guardian resides is in session, and until the parent or guardian of said child has obtained from said board of school visitors, town school committee, or board of education, or from the State board of education, if the notice shall have been given by the said State board of education, a leaving certificate stating that the education of said child is satisfactory to said visitors, town school committee, or board of education, or to said State board of education, as the case may be: *Provided*, That said parent or guardian shall not be required to cause his child to attend school after the child is sixteen years of age. Each week's failure on the part of a person to comply with the provisions of this section shall be a distinct offense, punishable with a fine not exceeding five dollars, and the provisions of section 2117 [G S r 1902 s 2117] shall be applicable to all proceedings under this act. [Acts of 1903 Chapter 29, as amended by Acts of 1905 Chapter 36]

COMPULSORY EVENING SCHOOL ATTENDANCE.

Illiterate children employed in towns where evening schools exist.—No person over fourteen and under sixteen years of age, who can not read and write, shall be employed in any town where public evening schools are established unless he can produce every school month of twenty days a certificate from the teacher of an evening school showing that he has attended such school eighteen consecutive evenings in the current school month, and is a regular attendant. Every person who shall employ a child contrary to the provisions of this section shall be fined not more than fifty dollars, and the State board of education shall enforce the provisions of this section as provided in section 4707. [G S r 1902 s 2147]

PENALTIES.

Parent, guardian, etc.; exceptions.—Each week's failure on the part of a person to comply with any provision of * * * [section 2116] shall be a distinct offense, punishable with a fine not exceeding five dollars. Said penalty shall not be incurred when it appears that the child is destitute of clothing suitable for attending school, and the parent or person having control of such child is unable to provide such clothing, or its mental or physical condition is such as to render its instruction inexpedient or impracticable. * * * [G S r 1902 s 2117]

Employer.—Every person who shall employ a child under fourteen years of age during the hours while the school which such child should attend is in session, and every person who shall authorize or permit on premises under his control any such child to be so employed, shall be fined not more than twenty dollars for every week in which such child is so employed. [G S r 1902 s 2119]

False statements.—Every parent or other person, having control of a child, who shall make any false statements concerning the age of such child with intent to deceive the town clerk or registrar of births, marriages, and deaths of any town, or the teacher of any school, or shall instruct a child to make any such false statement, shall be fined not more than twenty dollars. [G S r 1902 s 2120]

ENFORCEMENT.

Appointment and duties of agents.—It shall be the duty of the State board of education, and the school visitors, boards of education, and the town school committees to enforce sections 4704, 4705, and 4706 [said sections are superseded by 1911 C 119]; and for that purpose the State board of education may appoint agents, under its supervision and control, for terms of not more than one year, who shall be paid not to exceed five dollars a day for time actually employed and necessary expenses, and whose accounts shall be approved by said board and audited by the comptroller. The agents so appointed may be directed by said board to enforce the provisions of the law requiring the attendance of children at school and to perform any duties necessary or proper for the due execution of the duties and powers of the board. [G S r 1902 s 4707]

Duties of school visitors, etc.—The school visitors or the town school committee in every town shall, once or more in every year, examine into the situation of the children employed in all manufacturing establishments, and ascertain whether all the provisions of this chapter [s 2116-2129] are duly observed, and report all violations thereof to the proper prosecuting authority. [G S r 1902 s 2121]

Regulations of cities and towns concerning truants.—Each city and town may make regulations concerning habitual truants from school and children between the ages of seven and sixteen years wandering about its streets or public places, having no lawful occupation, nor attending school, and growing up in ignorance; and may make such by-laws, respecting such children, as shall conduce to their welfare and to public order, imposing penalties, not exceeding twenty dollars for any one breach thereof. [G S r 1902 s 2122]

Appointment of truant officers; prosecutions.—Every town, and the mayor and alderman of every city, having such by-laws, shall annually appoint three or more persons, who alone shall be authorized to prosecute for violations thereof. All warrants issued upon such prosecutions shall be returnable before any justice of the peace, or judge of the city or police court of the town or city. [G S r 1902 s 2123]

SCHOOL CENSUS.

Enumeration of children in districts; names of employers.—The committee of each school district or, if they fail or are unable to do so, the clerk, shall annually in September ascertain the name and age of every person over four and under sixteen years of age who shall belong to such district, on the first Tuesday of said month, with the names of the parents or guardians of such persons. If any such persons are not attending school during said month of September, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed. Returns shall be made to the school visitors of the town to which such district belongs, on or before the twenty-fifth of September; children temporarily residing in one district but having parents or guardians residing in another shall be enumerated only as belonging to the latter district. For making such enumeration the committee or clerk of the district shall receive one dollar, and in addition thereto three cents for each child enumerated in excess of fifty, and the cost of said enumeration shall be paid from the

amount appropriated by the town for the support of schools in said district. If the return of enumeration is not made to the board of school visitors on or before said twenty-fifth of September, one of the school visitors or a person duly appointed by the board of school visitors shall make a complete enumeration before the fifteenth of October next following and return it to said school visitors, and shall receive therefor a sum not to exceed five cents for each child so enumerated. [G S r 1902 s 2252 as amended by 1913 C 182]

Enumeration of children in towns; names of employers.—Town school committees shall annually appoint one or more persons who shall, in September of each year, ascertain the name and age of every person over four and under sixteen years of age who shall belong to such town on the first Tuesday of said month. If any such persons are not attending school during said month of September, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed. Returns shall be made to the town school committee on or before the twenty-fifth of September. Said person so appointed shall receive a sum not exceeding five cents for each child so enumerated. Such return shall be signed by the person making it and sworn to substantially according to the form prescribed in section 2253. The town school committee shall examine and correct the returns made to it so that no person shall be enumerated twice or be improperly returned, and lodge them, as corrected, with the town treasurer, and shall transmit to the comptroller, on or before the fifth of December annually, a certificate in which the number of persons shall be inserted in words at full length, which shall be sworn to substantially according to the form prescribed in section 2254. [G S r 1902 s 2255 as amended by 1913 C 182]

MANUFACTURING, MECHANICAL, AND MERCANTILE ESTABLISHMENTS.

MINIMUM AGE.

Employment under 14 prohibited; penalty.—No child under fourteen years of age shall be employed in any mechanical, mercantile, or manufacturing establishment. Every person, whether acting for himself or as agent for another, who shall employ or authorize or permit to be employed any child in violation of the provisions of this section shall be fined not more than one hundred dollars. [1911 C 119 s 1]

EMPLOYMENT CERTIFICATES.

Certificates required from 14 to 16; issued by school authorities; age, school, and health records required; records of issuing office; penalty.—No child under sixteen years of age shall be employed in any mechanical, mercantile, or manufacturing establishment unless the employer of such child shall have first obtained a certificate, signed by the secretary or an agent of the State board of education, or by a school supervisor, school superintendent, supervising principal, or acting school visitor designated by said board, stating the date of the birth of such child, showing that such child is over fourteen years of age, and stating that such child is able to read with facility, to legibly write simple sentences, and to perform the operations of the fundamental rules of arithmetic with relation both to whole numbers and to fractions, and does not appear to be physically unfit for employment. Such certificate shall be in the form prescribed and upon a blank furnished by the State board of education, and shall be issued in triplicate; and one copy thereof shall be delivered to the parent or guardian of such child, one copy shall be delivered to the employer, and one copy shall be deposited in the office of the State board of education. Copies of such certificate shall be obtainable from the State board of education, upon application, at any time. The copy of such certificate delivered to the parent or guardian of the child may be accepted by the employer as a temporary certificate, good for one week, after which time it shall be returned to the parent or guardian of such child. Every person, whether acting for himself or as agent for another, who shall employ or shall authorize or permit to be employed any child in violation of the provisions of this section, shall be fined not more than one hundred dollars. The secretary or the agent of the State board of education or the school supervisor, school superintendent, supervising principal, or acting school visitor to whom application shall be made for a certificate as provided in this section, shall have power to require all statements of fact offered in support of such application to be made under oath, and such oath may be administered by said secretary, or such agent, school supervisor, school superintendent, supervising principal, or acting school visitor, and said secretary, or any such agent, school supervisor, school superintendent, supervising principal, or acting school visitor may cause any child to be examined by a reputable physician, for the purpose of aiding him in

determining whether such child is physically fit for employment, and may charge the expense of such physical examination against the State as a part of his expenses. [1911 C 119 s 2]

Employer to notify State board of education of commencement and termination of employment; penalty.—Every employer receiving a certificate issued under the provisions of this act shall promptly notify the State board of education, in writing, in the form prescribed and upon a blank furnished by said board, of the time of commencement of the employment of any child thereunder and, whenever such employment terminates before such child attains the age of sixteen years, of the time of the termination of such employment. Every person violating any provision of this section shall be fined not more than ten dollars. [1911 C 119 s 3]

Employer to keep certificates and list open to inspection; penalty.—Every employer or other person having control of any establishment or premises where children under sixteen years of age are employed who shall neglect to have and keep on file the certificate described in section 2 of this act or to show the same, with a list of the names of such children so employed, to the secretary or an agent of the State board of education, when demanded during the usual business hours, shall be fined not more than one hundred dollars. [1911 C 119 s 5]

ENFORCEMENT.

Duties and powers of school authorities.—The provisions of section 4707 of the General Statutes [G S r 1902 s 4707] shall be applicable to sections one, two, and three of this act. * * * [1911 C 119 s 6]

VACATION EMPLOYMENT CERTIFICATES.

Vacation certificates may be granted children from 14 to 16; physical requirements.—Any child in good physical condition, between fourteen and sixteen years of age, on application in person to the secretary or an agent of the State board of education for a certificate of employment, shall be granted a temporary or vacation certificate, permitting the employment of said child during the summer vacation. [1913 C 211]

FORMS USED IN THE ADMINISTRATION OF THE EMPLOYMENT CERTIFICATE LAW.

[The words in italics are as entered by hand on the blank forms, but all names and addresses, except that of the secretary of the State board of education, are fictitious. Lines enclosed in brackets () are interpolated and do not appear in the forms as used.]

[Form 1. See p. 13.]

INFORMATION CARD

Town, *Hartford*; date, *December 1, 1913*.
Name of child, *Mary Rausman*.
Post-office address, *Grove Street, No. 24*.
Place of birth, *Russia*; date of birth, *November 17, 1899*.
Name of father, *William*; name of mother, *Sara*.
Evidence of age, *passport and sworn statement of mother*.
Evidence of education, *transcript—passed legal test*.
School, *Henry Barnard*; grade, *V*; teacher, *Miss Mason*. (*Finished fifth grade also in Rochester*.)
Physical condition, *good*.
Hair, *dark brown*; eyes, *brown*; complexion, *medium*; height, *small*.
Certificate —, series *F*, No. *3962*; notice to attend — No. —.
Name of employer, *Brown, Smith & Co.*; address, *Grand Street*.
Mother appeared.

[Form 2. See p. 14.]

TRANSCRIPT FROM REGISTER.

From the register of the *Henry Barnard School*.

It appears that

Mary Rausman

- (1) attended the *Henry Barnard School* from *January 6, 1913*, to *November 27, 1913*;
- (2) has completed the studies required in said school for the *V* grade;
- (3) was born in *Russia* on the *17th* day of *November, 1899*;
- (4) the father's name is *William*, and resides at *Grove (Street), 24 (No.)*.

Dated at *Hartford, November 27, 1913*.

HENRY D. GRAHAM,
Superintendent, principal, or teacher.

[Form 3. See p. 14.]

EMPLOYMENT.

Name, *Mary Rauman.*
Address, *94 Grove Street.*

Town, *Hartford, Conn.*
Date, *Dec. 1, 1913.*

$$\begin{array}{r} 1.- \quad 324.5 \\ \quad 1.24 \\ \hline 12980 \\ 6490 \\ 3245 \\ \hline 402.380 \end{array}$$

$$\begin{array}{r} 2.- \quad 107.683+ \\ 3.21 \overline{) 345.60} \\ \underline{321} \\ 2460 \\ \underline{2247} \\ 2130 \\ \underline{1926} \\ 2040 \\ \underline{1926} \\ 1140 \\ \underline{963} \\ 177 \\ 3 \overline{) 321} = \frac{59}{107} \end{array}$$

$$\begin{array}{l} 3.- \quad \frac{12}{17} \times 3 \frac{4}{10} \times 5 \frac{5}{6} = \\ \quad \frac{2}{17} \times \frac{2}{5} \times \frac{7}{6} = 14 \end{array}$$

$$\begin{array}{r} 4.- \quad 60 \\ \begin{array}{|l} 2 \\ 3 \end{array} \quad 40 \\ \begin{array}{|l} 2 \\ 1 \end{array} \quad 24 \\ \begin{array}{|l} 5 \\ 3 \end{array} \quad 57 \end{array}$$

$$5.- \quad 3 \frac{2}{3} + 3 \frac{2}{9} =$$

$$\frac{11}{3} + \frac{29}{9} = \frac{11}{3} \times \frac{3}{29} = \frac{33}{29} = 1 \frac{4}{29}$$

$$\begin{array}{r} 8 \frac{9}{10} \quad 114 \\ \underline{10} \quad 60 \\ 6.- \quad 1.898 \\ 13.45 \\ 124.1 \\ \underline{.0287} \\ 139.4507 \end{array}$$

EDUCATION TEST.

[Form 3a. See p. 14.]

EMPLOYMENT.

Name, *Peter H. Regan.*
Address, *3500 Main Street.*

Town, *New Haven.*
Date, *September 17, 1914.*

1.—Add $\begin{array}{r} 2345 \\ 1684 \\ 7321 \\ 9899 \\ 8008 \\ \hline 29357 \end{array}$

3.—Add $\frac{4}{5}, \frac{3}{7}, \frac{2}{8}$

$$\begin{array}{r} \frac{4}{5} = \frac{224}{280} \\ \frac{3}{7} = \frac{120}{280} \\ \frac{2}{8} = \frac{70}{280} \\ \hline \frac{519}{280} \end{array}$$

5.—Multiply $12\frac{1}{2}$

$$\begin{array}{r} 12 \\ \frac{1}{2} \\ \hline 12.5 \end{array}$$

7.—Multiply 7.001

$$\begin{array}{r} 7.001 \\ \times .01 \\ \hline .07001 \end{array}$$

9.— $5 \times 9 + 20 - 5 + 20 = 3$

$$5 \times 9 = 45 + 20 = 65 - 5 = 60 \times \frac{1}{20} = 3$$

2.—Divide $74 \overline{) 67855}$

$$\begin{array}{r} 916 \\ 74 \overline{) 67855} \\ \underline{658} \\ 195 \\ \underline{148} \\ 475 \\ \underline{444} \\ 31 \end{array}$$

4.—Subtract $16\frac{2}{3} - \frac{14}{21}$

$$\begin{array}{r} 16\frac{2}{3} = 16\frac{14}{21} \\ \underline{- \frac{14}{21}} \\ 16 \end{array}$$

6.—Arrange and add:
1.324 374.5 .0287 32.38

$$\begin{array}{r} 1.324 \\ 374.5 \\ .0287 \\ 32.38 \\ \hline 408.2307 \end{array}$$

8.—Divide $.10 \overline{) 700.1}$

$$\begin{array}{r} 7001 \\ .10 \overline{) 700.1} \\ \underline{7000} \\ 10 \end{array}$$

EDUCATION TEST.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 59

[Form 3a, back. See p. 14.]

10. How many pints in a quart? *Two.*
11. How many feet in three yards? *Nine.*
12. How many quarts in three pecks? *Twenty-four.*
13. Write—
Age, 14 years 3 months.
 When last at school and what grade? *Last June; in high fifth.*
 What is your father's name? *Louis Regan.*
 What is your father's business? *Teamster.*
 Where do you intend to work? *At Beck & Jones, box factory.*
 What is the name of this State? *Connecticut.*
 Write the names of the days of the week.
Sunday.
Monday.
Tuesday.
Wednesday.
Thursday.
Friday.
Saturday.
14. Read:
 I have a little shadow
 That goes in and out with me
 And what can be the use of him
 Is more than I can see.

[Form 4. See p. 15.]

To the Secretary State Board of Education. *Hartford, Conn., November 30, 1913.*
 DEAR SIR:
 If *Mary Rausman* obtains a legal certificate before *December 1,* I intend to employ *him* her.
(date)
BROWN, SMITH & CO.
(Signature of person or company intending to employ.)

[Form 5. See p. 15.]

[SEAL.]

Approved by the State board of education.

TOWN CLERK'S CERTIFICATE OF AGE.

THIS CERTIFIES

That it appears on record in this office

that *Peter H. Regan* was born in *New Haven, Connecticut,* on the *9th* day of *July, 1900,* and
(name) *(town) (State or country)*
 that *his* parents' names were *Louis Regan* and *Jane Peterson.*
(his or her)

Attest: *FLORENCE SOPRIS,*
Assistant Registrar.

Dated at *New Haven* this *18th* day of *September, 1914.*

[Form 6. See p. 15.]

EMPLOYMENT OF CHILDREN.

Sara Rausman

Makes the following statement:

1. That she was born in *Russia.*
2. That she is a *resident* of the *United States* and of the State of *Connecticut.*
3. That she resides at *94 Grove Street,* in the city of *Hartford.*
4. That she is the *mother* of *Mary Rausman,* and that the said *Mary* is here present.
5. That said *Mary* was born at *Russia,* on the *17th* day of *November, 1899.*
(Signed:) *SARA RAUSMAN.*

State of Connecticut, County of *Hartford,* ss:

On this *1st* day of *December, 1913,* personally appeared the above subscribed and made oath that the above statement is true.

LENORE M. JAMES,
Notary Public.

60 EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

[Form 7. See p. 16.]

[The text of the law is printed on the back of each copy.]

For parent; not good for employer longer than one week.

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series No.

THIS CERTIFIES THAT

Mary Rausman
(name)

of *Hartford, Connecticut,*
(town) (State)

- (1) was born at *Russia* on the *17th* day of *November, 1899*, and is over fourteen years of age;
(2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
(3) does not appear to be physically unfit for employment;
(4) the address of father is *William, 94 Grove Street.*
(If no father, mother or guardian.)

Signed
(in triplicate.)

CHAS. D. HINE,
(agent)
Secretary.

----- [Perforated.] -----

The child named below can be lawfully employed only by the employer named in the certificate.

For employer; good only for *Brown, Smith & Co.* (employer).

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series No.

THIS CERTIFIES THAT

Mary Rausman
(name)

of *Hartford, Connecticut,*
(town) (State)

- (1) was born at *Russia* on the *17th* day of *November, 1899*, and is over fourteen years of age;
(2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
(3) does not appear to be physically unfit for employment;
(4) the address of father is *William, 94 Grove Street.*
(If no father, mother or guardian.)

Signed
(in triplicate.)

CHAS. D. HINE,
(agent)
Secretary.

----- [Perforated.] -----

Has obtained employment at *Brown, Smith & Co.*

For the State board of education.

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series No.

THIS CERTIFIES THAT

Mary Rausman
(name)

of *Hartford, Connecticut,*
(town) (State)

- (1) was born at *Russia* on the *17th* day of *November, 1899*, and is over fourteen years of age;
(2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
(3) does not appear to be physically unfit for employment;
(4) the address of father is *William, 94 Grove Street.*
(If no father, mother or guardian.)

Signed
(in triplicate.)

CHAS. D. HINE,
(agent)
Secretary.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 61

[Form 8. See p. 17.]

Return at once to State Board of Education, Hartford, Connecticut.

Recd. Dec. 2, 1913.

NOTICE OF COMMENCEMENT OF EMPLOYMENT.

Section 3, chapter 119, Public Acts 1911.

HARTFORD, CONN., December 1, 1913.
(town) (date)

This notifies the State board of education that the employment of *Mary Raushman*, whose certificate number is *F3362*, signed by *Secretary Hine*, commenced on the *1st of December*.
(Signed) *BROWN, SMITH & CO.*
(Firm name.) C. Y. A.

[Form 9. See p. 17.]

NOTICE OF TERMINATION OF EMPLOYMENT.

Section 3, chapter 119, Public Acts 1911.

HARTFORD, CONN., January 3, 1914.
(town) (date)

This notifies the State board of education that the employment of *Mary Raushman*, whose certificate number is *F3362*, signed by *Secretary Hine*, terminated on the *3d of January*.
(Signed) *BROWN, SMITH & CO.*
(Firm name.) C. Y. A.

[Form 10. See p. 17.]

IMPORTANT NOTICE.

Chapter 119, Public Acts of 1911.

SEC. 3. Every employer receiving a certificate issued under the provisions of this act shall promptly notify the State board of education, in writing, in the form prescribed and upon a blank furnished by said board, of the time of commencement of the employment of any child thereunder and, whenever such employment terminates before such child attains the age of sixteen years, of the time of the termination of such employment. Every person violating any provision of this section shall be fined not more than ten dollars.

Blanks are inclosed herewith.

[Form 11. See p. 18.]

January 7, 1914.

Mr. CHARLES D. HINE, Hartford.

DEAR SIR:

Mary Raushman, whose certificate is series *F*, No. *3362*, asks that a copy be sent to *Rankin & Co.*, where *she* is now employed.

(Signed) *WILLIAM RAUSMAN*,
(Father.)

62 EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

[Form 12. See p. 18.]

[The text of the law is printed on the back of each copy.]

For parent; not good for employer longer than one week.

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series F, No. 3862.

THIS CERTIFIES THAT

Mary Rausman
(name)

of Hartford, Connecticut,
(town) (State)

- (1) was born at Russia on the 17th day of November, 1899, and is over 14 years of age;
- (2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
- (3) does not appear to be physically unfit for employment;
- (4) the address of father is William, 24 Grove Street.
(If no father, mother or guardian.)

Signed CHAS. D. HINE,
(in triplicate) (agent) Secretary.

[Across the face:]
Copy of Series F, No. 3862, issued January 8, 1914. Secretary, Chas. D. Hine.

[Perforated.]

The child named below can be lawfully employed only by the employer named in the certificate.

For employer; good only for Rankin & Co.
(employer).

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series F, No. 3862.

THIS CERTIFIES THAT

Mary Rausman
(name)

of Hartford, Connecticut,
(town) (State)

- (1) was born at Russia on the 17th day of November, 1899, and is over 14 years of age;
- (2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
- (3) does not appear to be physically unfit for employment;
- (4) the address of father is William, 24 Grove Street.
(If no father, mother or guardian.)

Signed CHAS. D. HINE,
(in triplicate) (agent) Secretary.

[Across the face:]
Copy of Series F, No. 3862, issued January 8, 1914. Secretary Chas. D. Hine.

[Perforated.]

Has obtained employment at Rankin & Co.

For the State board of education.

EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 119, Public Acts of 1911.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, December 1, 1913.

Series F, No. 3862.

THIS CERTIFIES THAT

Mary Rausman
(name)

of Hartford, Connecticut,
(town) (State)

- (1) was born at Russia on the 17th day of November, 1899, and is over 14 years of age;
- (2) can read with facility, write simple sentences legibly, and perform the operations of fundamental rules of arithmetic with relation both to whole numbers and fractions;
- (3) does not appear to be physically unfit for employment;
- (4) the address of father is William, 24 Grove Street.
(If no father, mother or guardian.)

Signed CHAS. D. HINE,
(in triplicate) (agent) Secretary.

[Across the face:]
Copy of Series F, No. 3862, issued January 8, 1914. Secretary, Chas. D. Hine.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 63

[Form 13. See p. 13.]

[The text of the law is printed on the back of each copy.]

SUMMER-VACATION CERTIFICATE—NOTICE TO PARENT.

[SEAL.]

Chapter 211, Public Acts of 1913.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, June 23, 1913.

Series F, No. 4964.

To parent of
Arthur Ayres.

You are hereby notified that your child named above must return to school at the beginning of the fall term, September 3, 1913.

THE STATE BOARD OF EDUCATION,
By *CHAS. D. HINE.*
(agent, secretary)

----- [Perforated.] -----

The holder of this certificate must return to school September 3, 1913.

The child named below can be lawfully employed only by the employer named in the certificate.

For employer; good only for *Ferragut Foundry.*
(employer)

SUMMER-VACATION EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 211, Public Acts of 1913.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, June 23, 1913.

Series F, No. 4964.

THIS CERTIFIES THAT

Arthur Ayres
(name)

of *Waterbury, Connecticut,*
(town) (State)

- (1) was born at *Newgatuck*, on the *26th* day of *July, 1896*, and is over 14 years of age;
- (2) appears to be in good physical condition;
- (3) the address of father is *Waterbury.*
(If no father, mother or guardian.)

Signed *CHAS. D. HINE.*
(in duplicate) (agent, secretary)

----- [Perforated.] -----

Has obtained employment at *Ferragut Foundry.*

For the State board of education.

SUMMER-VACATION EMPLOYMENT CERTIFICATE.

[SEAL.]

Chapter 211, Public Acts of 1913.

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD, June 23, 1913.

Series F, No. 4964.

THIS CERTIFIES THAT

Arthur Ayres
(name)

of *Waterbury, Connecticut,*
(town) (State)

- (1) was born at *Newgatuck*, on the *26th* day of *July, 1896*, and is over 14 years of age;
- (2) appears to be in good physical condition;
- (3) the address of father is *Waterbury.*
(If no father, mother or guardian.)

Signed *CHAS. D. HINE.*
(in duplicate) (agent, secretary)

64 EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

[Form 14. See p. 19.]

[One copy is for the child, one for the employer, and one for the State board of education.]

No. 920. [SEAL.] June 11, 1914.
THIS CERTIFIES
That there is evidence on file in this office showing that
Fannie Abbott
(name)
is over sixteen years of age. CHAS. D. HINE,
Agent.
Name of father, James Abbott.
Residence, 368 Highland Avenue.
Character of evidence, town clerk's certificate.

----- [Perforated.] -----

No. 920. [SEAL.] June 11, 1914.
THIS CERTIFIES
That there is evidence on file in this office showing that
Fannie Abbott
(name)
is over sixteen years of age. CHAS. D. HINE,
Agent.
Name of father, James Abbott.
Residence, 368 Highland Avenue.
Character of evidence, town clerk's certificate.

----- [Perforated.] -----

No. 920. [SEAL.] June 11, 1914.
THIS CERTIFIES
That there is evidence on file in this office showing that
Fannie Abbott
(name)
is over sixteen years of age. CHAS. D. HINE,
Agent.
Name of father, James Abbott.
Residence, 368 Highland Avenue.
Character of evidence, town clerk's certificate.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 65

[FORM 15. See p. 29.]

BLANK FORM FOR ENUMERATION.

NB—As many copies as may be necessary are to be distributed to each enumerator by the school board of the town previous to the first day of September.

(General Statutes of Connecticut, revision of 1902.)

Amended by chapter 31, Public Acts of 1907, and chapter 182, Public Acts of 1913.

Section 2252. Enumeration of children in districts. SECTION 1. SECTION 2252 of the General Statutes as amended by section one of chapter 31 of the Public Acts of 1907 is hereby amended to read as follows: The committee of each school district or, if they fail or are unable to do so, the clerk, shall annually in September ascertain the name and age of every person over four and under sixteen years of age who shall belong to such district, on the first Tuesday of said month, with the names of the parents or guardians of such persons. If any such persons are not attending school during said month of September, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed. Returns shall be made to the school visitors of the town to which such district belongs, on or before the twenty-fifth of September; children temporarily residing in one district but having parents or guardians residing in another shall be enumerated only as belonging to the latter district. For making such enumeration the committee or clerk of the district shall receive one-dollar, and in addition thereto three cents for each child enumerated in excess of fifty, and the cost of said enumeration shall be paid from the amount appropriated by the town for the support of schools in said district. If the return of enumeration is not made to the board of school visitors on or before the said twenty-fifth of September, one of the school visitors or a person duly appointed by the board of school visitors shall make a complete enumeration before the fifteenth of October next following and return it to said school visitors, and shall receive therefor a sum not to exceed five cents for each child so enumerated.

Amended by chapter 64, Public Acts 1903; chapter 31, Public Acts of 1907; and chapter 182, Public Acts of 1913.

Section 2255. Enumeration in consolidated districts. SEC. 2. Section 2255 of the General Statutes as amended by chapter 64 of the Public Acts of 1903 as amended by section two of chapter 31 of the Public Acts of 1907 is hereby amended to read as follows: Town school committees shall annually appoint one or more persons who shall, in September of each year, ascertain the name and age of every person over four and under sixteen years of age who shall belong to such town on the first Tuesday of said month. If any such persons are not attending school during said month of September, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed. Returns shall be made to the town school committee on or before the twenty-fifth of September. Said persons so appointed shall receive a sum not exceeding five cents for each child so enumerated. Such return shall be signed by the person making it and sworn to substantially according to the form prescribed in section 2253. The town school committee shall examine and correct the returns made to it so that no person shall be enumerated twice or be improperly returned, and lodge them, as corrected, with the town treasurer, and shall transmit to the comptroller, on or before the fifth of December annually, a certificate in which the number of persons shall be inserted in words at full length, which shall be sworn to substantially according to the form prescribed in section 2254.

Note.—Unless the enumeration is made in all respects according to law, the school board can not make the returns required by General Statutes, section 2167. Failure to make such returns will forfeit all money for the schools of the towns from the State treasury.

Directions.—In column 1, place the full name of the parent or guardian; in column 2, the given name of child and the age of same; in column 3, where the child is now attending school; if not attending any school state in column 4 the name of employer or reason for nonattendance, if not employed indicating blindness or defective sight by letter "B" deaf or dumb by "D" and imbecile by "I."

List of persons over four and under sixteen years of age in school district, in the town of, on the first Tuesday of September, A. D. 19.....

1	2		3			4
Names of parents or guardians.	Children.		Attendance.			Name of employer, or reason for non-attendance.
	Names.	Age.	Town.	District.	Private school.	

I hereby certify that I have carefully enumerated, according to law, all persons over four and under sixteen years of age within the school district, in the town of, and find that on the first Tuesday of September, A. D. 19....., there were of such persons, residing in and belonging to said district, the number of

....., Enumerator.

On this day of, A. D. 19....., personally appeared the above-named and made oath to the truth of the above return by him subscribed. Before me,

....., Notary Public.

66 EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

[Form 16. See p. 29.]

[BRIDGEPORT SCHOOL ENUMERATOR'S BLANK.]

Residence Sept. 1.	Names of parent or guardian and children.	Age.	When last in school.			Employer.	Reason for nonattendance.
			Name of school.	Mo.	Year.		
Residence Oct. 1, previous year.							

[Form 17. See p. 29.]

[BRIDGEPORT OFFICE CENSUS RECORD.]

Dist.	Address.	Children 19....										Remarks.
			A									
			S									
			A									
			S									

[Form 18. See p. 30.]

1913.

MIDDLETOWN CITY SCHOOL DISTRICT.

My name is My age is
I am in Grade in the School.
My father's name is
He lives at number Street.
I have brothers and sisters as follows:

Names.	Age.	Where at work or at school.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

67

[FORM 19. See p. 31.]

D. No. 3.
Date of notice, *February 7, 1914.*
Town, *Hartford.*
Name of child, *Concettina Savilla.*
Age, *14.*
Name of parent or guardian, *Tony.*
Address, *38 Warren Street.*
Place of birth of child, *Italy.*
Date of birth of child, *November 14, 1899.*
Investigated by *E. M. Furvell.*
Sent to *St. Patrick's School, Hartford.*
CHAS. D. HINE, Secretary agent.
Final action

Return to State Board of
Education, Hartford.

D. No. 3.
Date of notice, *February 7, 1914.*
Town, *Hartford.*
Name of child, *Concettina Savilla.*
Age, *14.*
Name of parent or guardian, *Tony.*
Address, *38 Warren Street.*
Place of birth of child, *Italy.*
Date of birth of child, *November 14, 1899.*
Investigated by *E. M. Furvell.*
Sent to *St. Patrick's School, Hartford.*
CHAS. D. HINE, Secretary agent.
Final action

D, No. 3.

ATTENDANCE NOTICE.

Attendance blank 11.

To *Tony Savilla, parent or guardian, 38 Warren Street.*

OFFICE OF STATE BOARD OF EDUCATION,
ROOM 42, CAPITOL, HARTFORD.

Under the provisions of chapter 36 of the Public Acts of 1905 the State board of education has ascertained that your child *Concettina*, whose age is said to be *14*, has not sufficient education to warrant *her* leaving school to be employed.

AND YOU ARE HEREBY NOTIFIED

to cause said *Concettina* to attend *St. Patrick's School* regularly in the town of *Hartford* until you have obtained a certificate from the State board of education that the education of said *Concettina* is satisfactory to said board.

Dated *February 7, 1914.*

THE STATE BOARD OF EDUCATION.
By *CHAS. D. HINE, Secretary the agent.*

[Law on reverse.]

[FORM 20. See p. 32.]

[SEAL.]

HARTFORD, *January 16, 1914.*

To *Rankin & Co., Hartford, Conn.*

DEAR SIR: On *January 5* an employment certificate, No. *3868, Series F*, was issued to *Mary Keurman*, who stated that *she* was to be employed by your firm.

Kindly fill out the enclosed notice of commencement of employment and return same to this office at once.

Please note section 3 of the enclosed copy of the law.

Yours, truly,

STATE BOARD OF EDUCATION.
By *CHAS. D. HINE,*
Secretary.

(Enc.)

[FORM 21. See p. 32.]

[SEAL.]

HARTFORD, *April 19, 1914.*

To *Smart, Weeks & Co., Hartford, Conn.*

DEAR SIR: On *March 11* an employment certificate, No. *3868, Series F*, was issued to *Mary Keurman*, who stated that *she* was to be employed by your firm.

Mary Keurman has since applied for a copy of *her* certificate, stating that *she* has secured another position.

Kindly fill out the enclosed notice of termination of employment and return same to this office at once.

Please note section 3 of the enclosed copy of the law.

Yours, truly,

STATE BOARD OF EDUCATION.
By *CHAS. D. HINE,*
Secretary.

(Enc.)

68 EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT.

[Form 22. See p. 32.]

DEAR SIR: Please inform me on the attached postal where your child *Mary Reusman* is now employed.
The certificate number is
If not employed, where is she attending school?

Yours, truly,

STATE BOARD OF EDUCATION.
CHAS. D. HINE,
Secretary.

[Folded.]

To the
State board of education,
Room 42, Capitol,
HARTFORD,
Connecticut.

[Form 22, back. See p. 32.]

[Reverse of lower half of above postal card.]

REPLY ON THIS SIDE.

Town
Date
Signature
Address

[Form 23. See p. 35.]

Date, February 10, 1914.

Town, *Ansonia*.
Name of firm, *J. W. C. Co.*
Post office, *Ansonia, Conn.*
Business, *manufacturing cyclets.*
Supt., *James Leonard*.
No. hands employed, *176*.
No. between 14 and 16, boys; *4* girls.
No. certificates: Town clerk,; teacher,; agent, *4*.
No. certificates required, *none*.
No. employed under 14, boys; girls.
(Names on reverse side.)

[Form 24. See p. 35.]

[The spaces left blank here are not usually filled out.]

CONNECTICUT STATE BOARD OF EDUCATION.

Agent, *Stephen Wise*.
Town, *Ansonia*.
Date of visit, *February 10, 1914*.

1. Name of firm, *J. W. C. Co.*
2. Business, *manufacturers of cyclets.*
3. Name of superintendent, *James Leonard*; P. O. address, *Ansonia, Conn.*
4. Number of hands employed, *176*; number between 14 and 16, *8* boys; *4* girls.
5. Is record book used?
6. Certificates of age by town clerk,; teacher,; agents, *4*.
Certificates of age investigated,; required,
7. Number under 14 employed; *0*; boys, *0*; girls, *0*.
Action taken by agent
Result
8. Number between 14 and 16 unable to read; any language; English
9. Does town maintain evening school?
10. Hours per week, Is evening work required?
11. Average wages per week,

[Form 25. See p. 35.]

ESTABLISHMENTS EMPLOYING CHILDREN 14 TO 20.

Town, *Ansonia*,
Date, *June 13, 1913*.

Name of firm, *J. W. C. Co.*
Address, *Ansonia, Conn.*
Business, *m'nf'g cyclets.*
Children 14-16 at last inspection, boys; *6* girls.
Children 14-16 without legal certificates, *0* boys; *0* girls.
Inspected (dates), *February 10, 1914*.

(OVER.)

February 10, 1914, 4 girls.

EMPLOYMENT CERTIFICATE SYSTEM IN CONNECTICUT. 69

[FORM 26. See p. 36.]

Stephen Wisc, Jan'y, 1914.

AGENT'S REPORT.

Labor.

Visitation.

No. towns, 11.

Employed.

	Under 14.	14 to 16.		Illegally employed
		Having cert's.	Not having cert's.	
1. Establishments:				
No. manufacturing, 7.....		29		
No. mercantile.....				
No. mechanical.....				
Other occupations.....				

2. Special cases investigated, 2.

	Con- tinued cases.	New appli- cations.	Total.	Applications.		Certi- ficates issued.	Total.	Notices to at- tend school.	State- ments of age.
				Re- jected.	Con- tinued.				
3. Certificates of age.....	65	178	243	58	100	87	243	10	36

4. Prosecutions:
 Number,
 Result in each,
 number of certificates refused on account of physical disability, none;
 number of copies of certificates issued, 183.
5. Number of letters, 483.

	Town.	Days.	Number of appli- cants.
6. Number of days occupied in issuing certificates.....			

[FORM 27. See p. 12.]

OFFICE STATE BOARD OF EDUCATION.

EMPLOYMENT.

When applying for an employment certificate the following are necessary conditions:

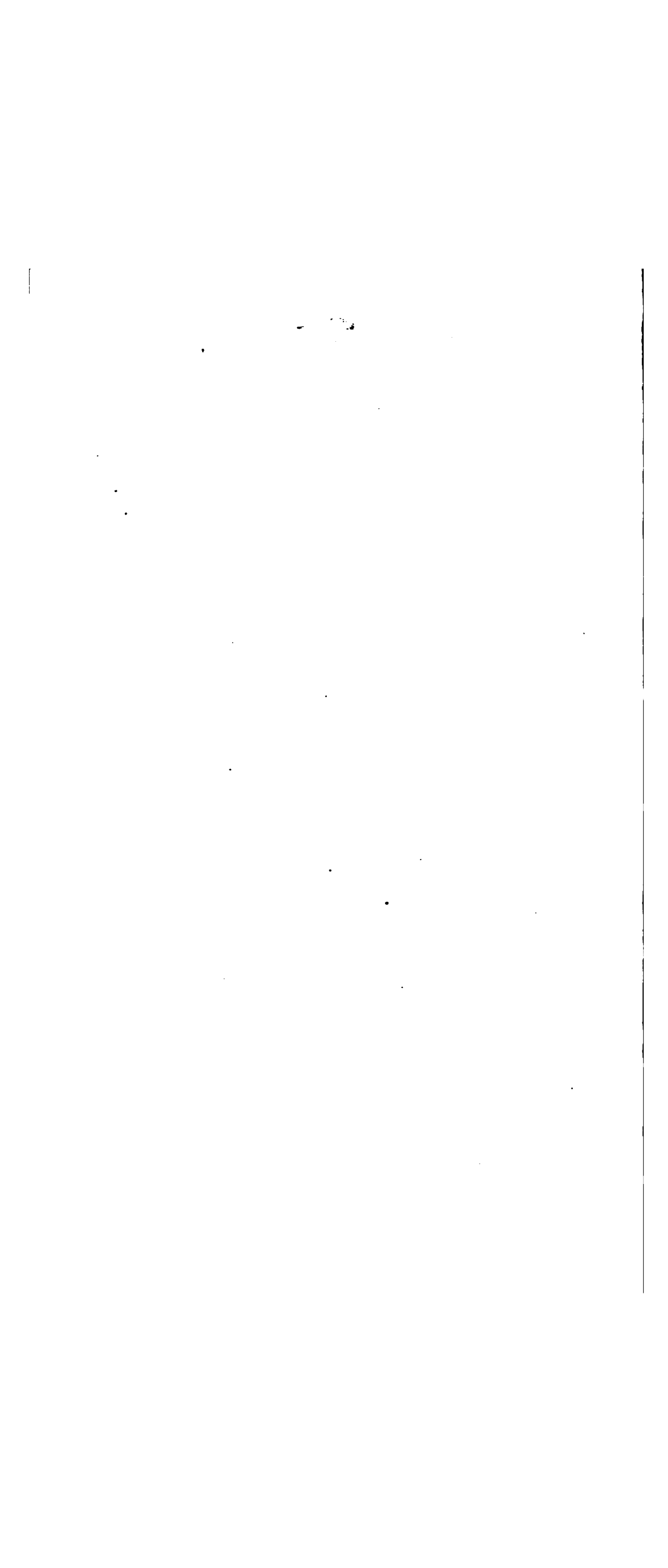
1. The parent must appear in person with the child.
 2. Satisfactory evidence of child's age must be presented. Town clerk's or registrar's certificate is satisfactory.
 3. A transcript from register of school last attended giving age and grade must be furnished.
 4. Assurance in writing of definite employment by firm or person must be presented.
- Application can be made to—

at.....

[FORM 28. See p. 33.]

Name..... Town..... Address.....
Date of birth..... Certificate No..... School..... Grade.....
Description.....
Last employed at..... Date of leaving..... Reason.....

Date.	Placed with—	Nature of occupation.	Left.	Date.	Reason.



L52213

U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

TRUCK CO. LITHOGRAPH, DIST.

MENTAL DEFECTIVES

OF THE

DISTRICT OF COLUMBIA

A BRIEF DESCRIPTION OF LOCAL
SYMPTOMS AND THE NEED FOR
CUSTODIAL CARE AND TRAINING

BY

DEPARTMENT OF INVESTIGATION AND RESEARCH
BUREAU NO. 1

First Edition, 1911



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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. LATHROP, Chief

MENTAL DEFECTIVES

IN THE

DISTRICT OF COLUMBIA

A BRIEF DESCRIPTION OF LOCAL
CONDITIONS AND THE NEED FOR
CUSTODIAL CARE AND TRAINING

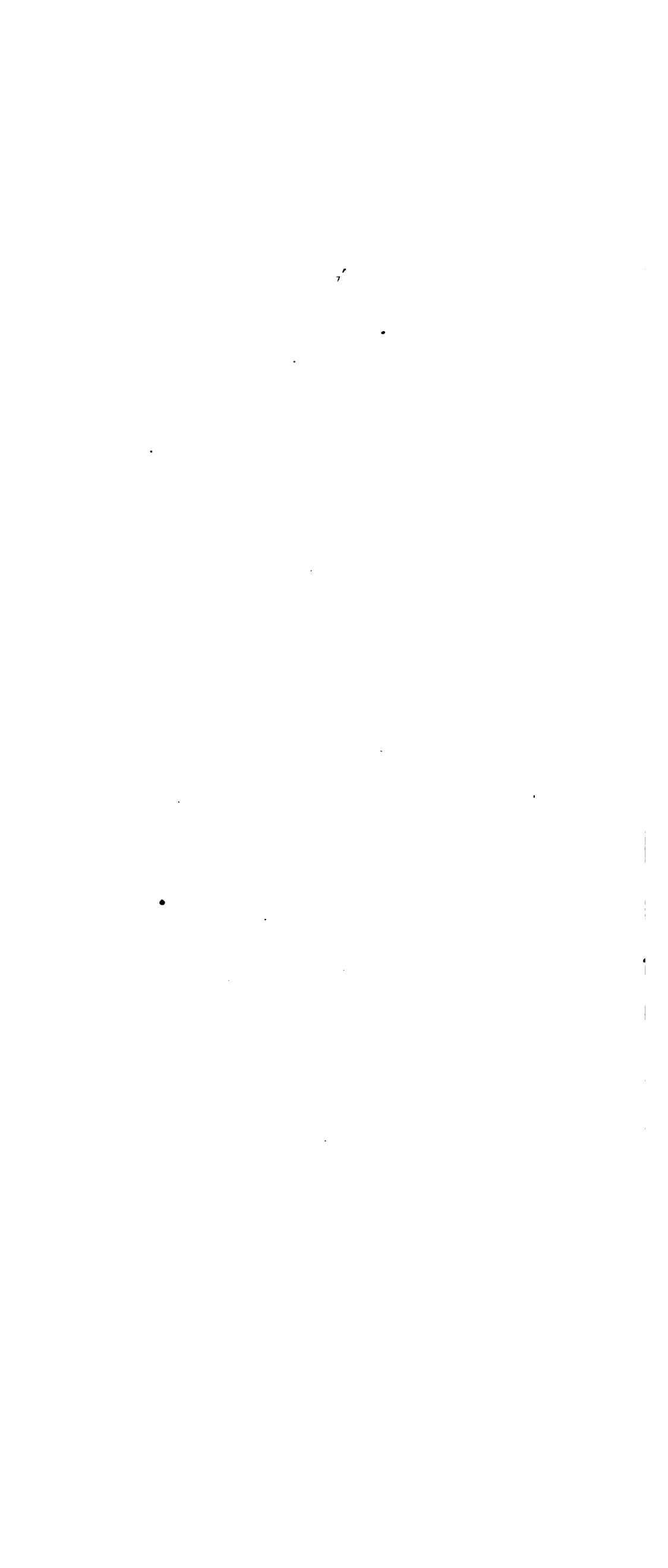


DEPENDENT, DEFECTIVE, AND DELINQUENT CLASSES
SERIES No. 2

Bureau Publication No. 13



WASHINGTON
GOVERNMENT PRINTING OFFICE
1915



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LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, March 18, 1915.

SIR: I transmit herewith a report on the needs of feeble-minded persons in the District of Columbia.

The fact that there is at present no special provision for this unfortunate class is a matter of concern to many public-spirited citizens of the District. At the request of the Citizens' Committee on the Care of the Feeble-minded, the Children's Bureau undertook to secure a list of known cases of mentally defective persons resident in the District who for their own protection and that of the community were in need of custodial care. The following report is based upon the information thus gathered. Also at the request of the committee, brief statements as to the problem of the feeble-minded in general and public provision therefor have been added.

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Very respectfully,

JULIA C. LATHROP, *Chief.*

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MENTAL DEFECTIVES IN THE DISTRICT OF COLUMBIA.

INTRODUCTION.

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Reports of organizations and institutions of the District of Columbia have repeatedly stated the necessity for proper custodial provision. The District Board of Charities in its annual report for 1914 presents the need as follows:

We again urge the importance of providing proper facilities for the segregation and care of the feeble-minded. This is a question which is receiving active attention throughout the entire country. It is now generally realized that the only effective method of handling this problem is to provide permanent custodial care where this class may be safely segregated from the community and prevented from reproducing their kind. The District of Columbia has at present no provision within its confines for the care of this class. About 100 are cared for under contract in institutions located in Pennsylvania, New Jersey, and Virginia, and a few older persons are cared for in the hospital for the insane.

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Provision for the care of feeble-minded children remains in the same unsatisfactory condition as a year ago and for many years preceding. While bills have been pending in the Congress for several years intended to establish a training school in the District of Columbia for feeble-minded children, none has been enacted. The need of such an institution is especially urgent, as no training school for the care of feeble-minded colored children of this District is available elsewhere.

The superintendent of the Home for the Aged and Infirm, after describing cases of inmates who are in the institution, not because they are old but because of mental or physical infirmity, says:

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The data gathered in regard to conditions in the District of Columbia furnish evidence bearing on the many phases of this problem—the individual suffering and degeneration, the burden to families, the handicap to the school system, and the danger to the whole community resulting from the lack of proper provision for those suffering from mental defect.

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DEFINITION OF "MENTAL DEFECTIVES."

The term "mental defect" implies congenital defect or defect occurring in early life as contrasted with "insanity," implying a diseased condition developed in later life. The term "feeble-mindedness" is now largely used in the United States as a generic term applied to all persons who because of mental defect are incapable of normal development.

The generally accepted classification divides feeble-mindedness into three grades: Idiots, the lowest type; imbeciles, the middle type; morons, the highest grade. The American Association for the Study of the Feeble-minded in 1910 adopted the following classification¹ of mental defectives:

"Idiots—Those so deeply defective that their mental development does not exceed that of a normal child of about 2 years.

"Imbeciles—Those whose development is higher than that of an idiot, but does not exceed that of a normal child of about 7 years.

"Morons—Those whose mental development is above that of an imbecile, but does not exceed that of a normal child of about 12 years."

¹ Journal of Psycho-Asthenics, March and June, 1911, p. 134.

Table showing distribution of mental defectives reported in District of Columbia, by location, color, sex, and age.

Location.	Total.		White.																												
	Total.	Colored.	Males.							Females.																					
			Total.	Under 6 years.	6 to 8 years.	9 to 11 years.	12 to 14 years.	15 to 17 years.	18 to 20 years.	21 to 25 years.	26 to 30 years.	31 to 35 years.	36 to 40 years.	41 to 45 years.	46 years and over.																
Total.....	798	534	264	305	9	19	41	62	39	33	24	19	13	15	15	16	229	6	17	20	34	24	27	20	13	16	10	8	34	46 years and over.	
In appropriate institutions.....	97	95	2	66	5	7	8	14	11	8	8	4	1	1	1	2	29	29	2	1	5	1	9	7	2	1	1	1	1	1	41 to 45 years.
Vineland (N. J.) Training School.....	6	6	4	4	2	1	1	2	2	36 to 40 years.
Pennsylvania Training School for Feeble-minded Children (Elwyn).....	52	50	2	37	6	5	7	5	3	7	4	13	1	3	1	2	1	1	1	1	1	26 to 30 years.
Virginia Training School (Falls Church).....	39	39	25	5	1	3	5	5	4	1	1	14	1	3	4	6	21 to 25 years.
In other institutions.....	249	142	107	68	2	6	9	4	3	5	6	2	10	10	11	74	74	1	1	4	1	5	4	6	6	7	6	5	28	5	28
Government Hospital for the Insane.....	176	94	82	43	1	1	1	5	6	2	7	9	11	51	51	2	4	2	5	6	5	27	6	27
Home for the Aged and Infirm.....	11	5	6	3	2	1
Florence Crittenton Mission.....	7	7	6	7	1	2
Industrial Home School.....	7	7	6	2	2	2	1
National Training School for Girls.....	11	11	11
National Training School for Boys.....	2	2	2	1
Orphan Asylums (Washington, St. Joseph's, St. Vincent's, National Colored Home).....	8	6	2	3	3	3
Bruen Home.....	11	11	4	2	2	7
Other institutions for delinquents.....	3	1	2	1	1	1
Washington Asylum Hospital, Children's Hospital, Freedmen's Hospital.....	6	3	3	1	1	2
Institution not ascertained.....	7	6	1	5	1	2	1
Not in institutions.....	452	297	155	171	9	12	28	45	21	19	11	5	7	4	5	126	5	126	5	14	15	28	18	14	7	5	8	3	3	6
Boarded out by Board of Children's Guardians.....	24	24
In atypical and regular schools.....	139	107	32	65	8	17	32	6	2	42
Not in school (6 to 15 years, inclusive, too defective to attend).....	33	23	10	11	4	4	3	12
At home (under 6 and over 15 years).....	198	130	68	67	9	63
Location not ascertained.....	58	37	21	28	9

Table showing distribution of mental defectives reported in District of Columbia, by location, color, sex, and age—Continued.

Location.	Colored.																									
	Males.													Females.												
	Total.	Under 6 years.	6 to 8 years.	9 to 11 years.	12 to 14 years.	15 to 17 years.	18 to 20 years.	21 to 25 years.	26 to 30 years.	31 to 35 years.	36 to 40 years.	41 to 45 years.	46 years and over.	Total.	Under 6 years.	6 to 8 years.	9 to 11 years.	12 to 14 years.	15 to 17 years.	18 to 20 years.	21 to 25 years.	26 to 30 years.	31 to 35 years.	36 to 40 years.	41 to 45 years.	46 years and over.
Total.....	133	1	5	9	17	27	20	15	8	8	11	6	6	131	4	6	7	15	19	18	21	6	13	8	4	10
In appropriate institutions.....														2								1	1			
Pennsylvania Training School for Feeble-minded Children (Elwyn).....														2								1	1			
In other institutions.....	54		1	1	3	5	5	7	5	7	10	5	5	53	2		2	4	6	7	6	2	8	4	4	8
Government Hospital for the Insane.....																										
Home for the Aged and Infirm.....	48		1	1	1	5	5	6	5	5	9	5	5	34	1		1	3		3	3	2	6	3	4	8
National Training School for Girls.....	4							1			2	1		2												
Orphan Asylums (Washington, St. Joseph's, St. Vincent's, National Colored Home).....														11				6	4	1						
Other institutions for delinquents.....	1				1									1		1										
Washington Asylum Hospital, Children's Hospital, Freedmen's Hospital.....	1				1									1			1			1						
Institution not ascertained.....														3	1								1			
Not in institutions.....	79	1	4	8	14	22	15	8	3	1	1	1	1	76	2	6	5	11	13	11	15	4	4	3		2
Boarded out by Board of Children's Guardians.....														3					1		2					
In atypical and regular schools.....	21		1	2	3	7	5	3						15		4	1	7	3							
Not in school (6 to 15 years, inclusive, too defective to attend).....	17		1	4	9	3								15												
At home (under 6 and over 15 years).....	3			2		1								7		2	3	1	1							
Location not ascertained.....	20	1				7	9	5	3	1	1	1	1	39	2			3	11	11	3	4	3		2	
	9		2		2	4	1							12			1	3	5		2	1				

The sex and race distribution, by age, is summarized in the following table:

Sex and race distribution, by age.

Age.	Total.	Sex.		Race.		White.		Colored.	
		Male.	Female.	White.	Colored.	Male.	Female.	Male.	Female.
All ages....	798	438	360	534	264	305	229	133	131
Under 6.....	20	10	10	15	5	9	6	1	4
6 to 8.....	47	24	23	36	11	19	17	5	6
9 to 11.....	77	50	27	61	16	41	20	9	7
12 to 14.....	128	79	49	96	32	62	34	17	15
15 to 17.....	109	66	43	63	46	39	24	27	19
18 to 20.....	98	53	45	60	38	33	27	20	18
21 to 25.....	80	39	41	44	36	24	20	15	21
26 to 30.....	46	27	19	32	14	19	13	8	6
31 to 35.....	50	21	29	29	21	13	16	8	13
36 to 40.....	44	26	18	25	19	15	10	11	8
41 to 45.....	33	21	12	23	10	15	8	6	4
46 and over.....	66	22	44	50	16	16	34	6	10

SOURCES OF INFORMATION AND COMPLETENESS OF DATA.

An effort was made to secure as complete an enumeration as possible of the mental defectives of the District of Columbia who might be assumed to be proper cases for institutional treatment. Valuable assistance was given by the teachers of public, parochial, and atypical schools, the Board of Charities and the Board of Children's Guardians of the District, all the reformatory institutions for children, orphan asylums, church societies, hospitals, social settlements, relief-giving societies, physicians, pastors, and private individuals. About 200 cases were visited by an agent of the Children's Bureau for verification and further data.

A total of 889 names were reported, but of this number 91 were either duplicates or names regarding which the information was so meager that the persons were not traceable, leaving a total of 798 individuals reported as being in need of institutional care. (See table, pp. 9, 10.) It is of course necessary to assume that a large number of the cases so reported would be found on further investigation not to be proper cases for institutions; but on the other hand it is self-evident that the enumeration does not include the total number of those who would benefit by the right kind of institutional treatment.

Complete information obviously could not be secured in a survey of this kind. It was impossible to make any test of mentality in order to determine accurately the number of mental defectives in the various reformatories and institutions for dependents, or to attempt to determine the number of mentally defective children in the schools except as this has already been done in connection with the atypical schools. Accurate information in regard to individuals neither in schools nor in institutions was still more difficult to obtain.

In order to determine conclusively the mental condition of an individual it is necessary to consider his family history, general environment, illness that may have resulted in retardation or permanent handicap, present physical condition, personal habits, conduct and peculiarities, schooling, and employment record. The decision as to the need for custodial care in a given case must be influenced by social conditions, including the character of the home and the ability of the family to provide the necessary training and safeguards. The number of individuals requiring custodial care remains approximately the same, although the personnel of the group varies with constantly changing conditions.

Authorities on mental diseases have estimated that the number of mental defectives in a community usually approximates the number of insane. On this basis the number in the District of Columbia would be between 1,400 and 1,500. The percentage of mental defectives needing custodial treatment, however, would not be so large as among the insane. According to estimates based on findings of various inquiries in the United States and in other countries, the 798 individuals reported during the course of this investigation as mentally defective represent a very conservative proportion of the total population of the District of Columbia. This enumeration was made for the purpose of discovering the number of persons in need of institutional treatment; and the number reported, allowing for the margin of error in omission and inclusion, is probably a fair representation of the number in the District who should have custodial care. (See table, pp. 9, 10.)

The data concerning children of ordinary school age—6 to 15 years, inclusive—are naturally more complete than for very young children or adults. Those under 6 years would not come to public attention except in cases in which family conditions are such that the care of children who are mentally and physically defective becomes an unbearable burden. The children of the ages of 6 to 15 years too defective to attend school were difficult to locate for the same reason. Adults, especially adult men, unless they have become inmates of penal or other institutions or have become a burden to their families, would not naturally come to the attention of physicians and social workers who contributed the information contained in this report. The situation in regard to mentally defective women of child-bearing age is somewhat different, a larger proportion of adult females being discovered on account of the public recognition of the danger of this class.

There is a very striking increase in the number of feeble-minded in the 9 to 11 age group, while the 12 to 14 age group is very much larger than any preceding. This is explainable by the fact that it is only after extended attempts at training that positive assertions in regard to mental defect can be made. Experts on the subject claim that it is difficult to determine the mental condition of a child younger than 12 years. After the age of 14 years there is a steady decline in the number of each age group, due to the lack of information concerning those not in school.

Data were secured concerning 534 white and 264 colored mental defectives. The population of the District of Columbia, according to the census of 1910, is 331,069, of which 94,446 are colored. The colored residents of the District thus comprise 28.5 per cent of the total population and 33.1 per cent of the mental defectives concerning whom information was secured. Information concerning colored



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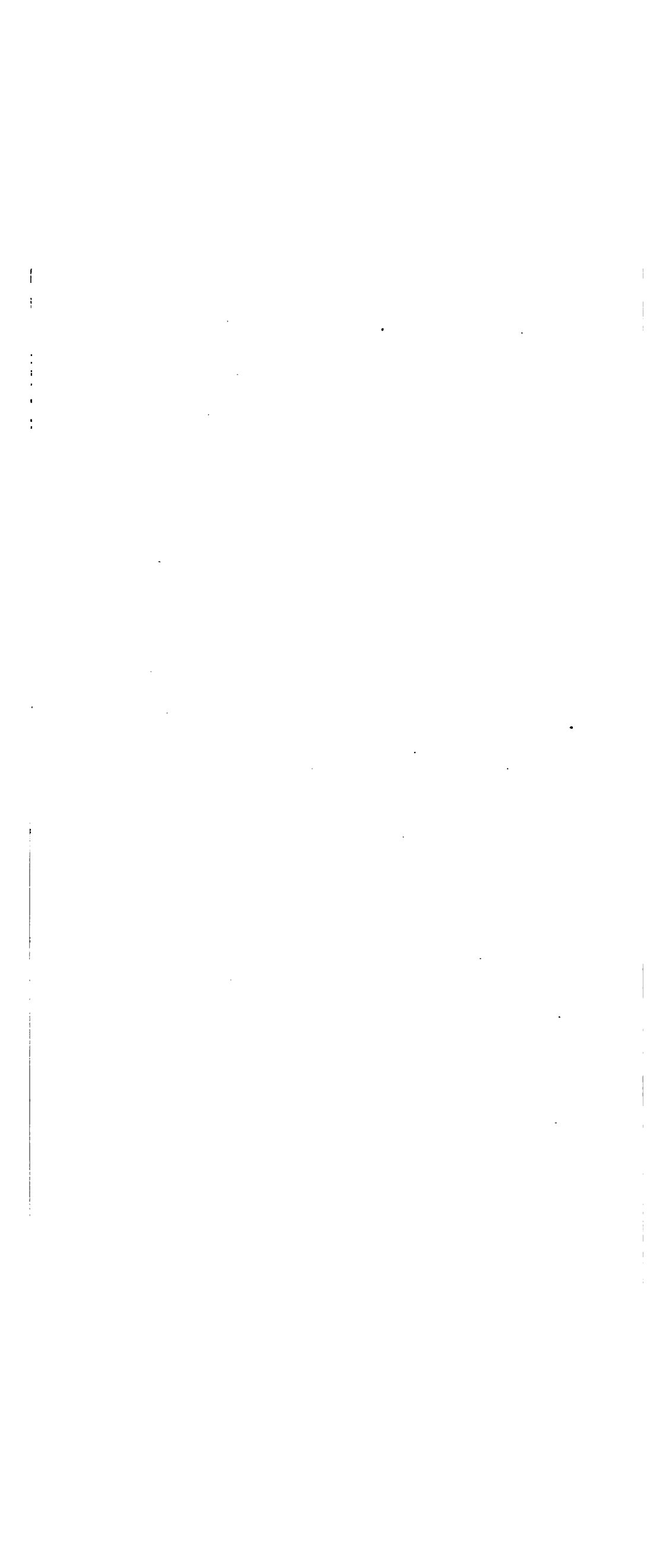
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Provision for the care of feeble-minded children remains in the same unsatisfactory condition as a year ago and for many years preceding. While bills have been pending in the Congress for several years intended to establish a training school in the District of Columbia for feeble-minded children, none has been enacted. The need of such an institution is especially urgent, as no training school for the care of feeble-minded colored children of this District is available elsewhere.

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The attention of Congress should be invited to the necessity of caring for feeble-minded colored girls. In the past many such have been sent to this school because of the lack of an appropriate institution to care for them. Manifestly this is not the place; no progress is made with them, and their presence is a decided drawback.

The superintendent of the same institution states in her report:

I would advise legislation providing for the care of feeble-minded colored girls, whom we are reasonably sure, from direct knowledge of such cases, will become the helpless mothers of successive illegitimate children.

The data gathered in regard to conditions in the District of Columbia furnish evidence bearing on the many phases of this problem—the individual suffering and degeneration, the burden to families, the handicap to the school system, and the danger to the whole community resulting from the lack of proper provision for those suffering from mental defect.

In view of the close relationship between mental defect and problems of child welfare, the library of the Children's Bureau is collecting material pertaining to all phases of the subject of mental defect, including reports of institutions. This material is at the service of those interested in the care of mental defectives.

DEFINITION OF "MENTAL DEFECTIVES."

The term "mental defect" implies congenital defect or defect occurring in early life as contrasted with "insanity," implying a diseased condition developed in later life. The term "feeble-mindedness" is now largely used in the United States as a generic term applied to all persons who because of mental defect are incapable of normal development.

The generally accepted classification divides feeble-mindedness into three grades: Idiots, the lowest type; imbeciles, the middle type; morons, the highest grade. The American Association for the Study of the Feeble-minded in 1910 adopted the following classification¹ of mental defectives:

"Idiots—Those so deeply defective that their mental development does not exceed that of a normal child of about 2 years.

"Imbeciles—Those whose development is higher than that of an idiot, but does not exceed that of a normal child of about 7 years.

"Morons—Those whose mental development is above that of an imbecile, but does not exceed that of a normal child of about 12 years."

¹ Journal of Psycho-Asthenics, March and June, 1911, p. 134.

Table showing distribution of mental defectives reported in District of Columbia, by location, color, sex, and age.

Location.	Total.		White.																											
	Total.	White.	Total.		Males.												Females.													
			Total.	Colored.	Under 6 years.	6 to 8 years.	9 to 11 years.	12 to 14 years.	15 to 17 years.	18 to 20 years.	21 to 25 years.	26 to 30 years.	31 to 35 years.	36 to 40 years.	41 to 45 years.	46 years and over.	Under 6 years.	6 to 8 years.	9 to 11 years.	12 to 14 years.	15 to 17 years.	18 to 20 years.	21 to 25 years.	26 to 30 years.	31 to 35 years.	36 to 40 years.	41 to 45 years.	46 years and over.		
Total.	798	534	264	305	9	19	41	62	39	33	24	19	13	15	15	16	229	6	17	20	34	24	27	20	13	16	10	8	34	
In appropriate institutions.	97	95	2	66	5	7	8	14	11	8	8	4	1	1	1	1	29	2	1	5	1	5	1	9	7	2	1	1	1	1
Vineyard (N. J.) Training School.	6	6	4					2	1	1	1						2						2							
Pennsylvania Training School for Feeble-minded Children (Elwyn)	52	50	2	37			6	5	7	5	3	7	4				13		1	2	1	3	1	2	1	1	1	1	1	1
Virginia Training School (Falls Church).	39	39	25		5	1	3	5	5	4	1		1				14		1	3	4	6								
In other institutions.	249	142	107	68	2	6	9	4	3	5	6	2	10	10	11	74	1	1	4	1	5	4	6	6	7	6	5	28	5	28
Government Hospital for the Insane.	176	94	82	43			1	1	1	5	6	2	7	9	11	51						2		4	2	5	6	5	27	
Home for the Aged and Infirm.	11	5	6	3												2														
Florence Crittenton Mission.	7	7														7														
Industrial Home School.	7	7		6			2	2								1							1	2	1	3	1			
National Training School for Girls.	11	11																												
National Training School for Boys.	2	2		2			1	1																						
Orphan Asylums (Washington, St. Joseph's, St. Vincent's, National Colored Home).	8	6	2	3			3									3		3	1	1	1									
Bruen Home.	11	11		4	2		2									7		7	1	2	1	1	1							
Other institutions for delinquents.	3	1	2	1			1																							
Washington Asylum Hospital.	6	3	3	1			1									2		2												
Hospital, Freedmen's Hospital.	7	6	1	5			1	1	2				1			1		1							1	1	1	1	1	1
Institution not ascertained.																														
Not in institutions.	452	297	155	171	9	12	28	45	21	19	11	5	7	4	5	126	5	14	15	28	18	14	7	5	8	3	3	6	3	6
Boarded out by Board of Children's Guardians.	24	24																												
In atypical and regular schools.	139	107	22	65	8	17	32	6	2							42		9	9	20	4									
Not in school (6 to 15 years, inclusive, too defective to attend).	33	23	10	11			4	4	3							12		3	3	6										
At home (under 6 and over 15 years).	198	130	68	67	9		11	16	9	4	4	4	4	5	5	63	5	2	3	6	14	14	6	5	7	3	3	6	3	6
Location not ascertained.	58	37	21	28	4	7	9	1	1	2	1	3				9									1	1	1	1	1	1

KIND OF INSTITUTION ADAPTED TO THE CARE AND TREATMENT OF MENTAL DEFECTIVES.

The newer State institutions for mental defectives have followed the colony plan of organization, combining a custodial department, training school, industrial department, and farm. The institutions built during the past 20 years have adopted the cottage or detached type of construction, allowing for classification according to age, sex, mental and physical condition, and grade of inmates. It is to be noted that the larger States are now providing separate institutions for epileptics, for children, and for adult women.

Owing to the relatively small population of the District of Columbia, it is out of the question to provide separate institutions for the different types of mental defectives. Provision is needed for children and adults, for those whom it is possible to train for some form of useful work, and for those physically handicapped or so defective mentally that they must have purely custodial care. Not only the various grades of mental defectives, but certain epileptics need care and protection. The institution should be large enough to provide the necessary room for all these classes, allowing for proper separation of white and colored, male and female. A large tract of land must be provided in order to allow for necessary classification. Again, the acreage should be large enough so that when future development is necessary the District will have the land needed for expansion.

The buildings should be planned in such a way as to admit of economical adaptation to future development and changing needs. Costly construction is both unnecessary and undesirable. The great diversity of needs of the various inmates—custodial care, mental and moral training, farm work, and industrial occupations—calls for an institution composed of many units, forming one central organization.

In an institution of this kind it is particularly essential to provide work suitable for the able-bodied boys and men. This class is provided for by the establishment of farm colonies as adjuncts to the training schools and custodial departments. In establishing a farm colony ample acreage, rather than land already prepared for cultivation, is now held to be the most important consideration for its success. Certain of the most progressive American institutions for feeble-minded are now successfully developing farm colonies on rough, uncleared land. The work of clearing land, hewing timber, construction of necessary farm buildings, and all the labor involved in preparing land for agricultural purposes, provides useful and remunerative occupation.

Among instances of farm colony development may be mentioned the Templeton colony of the Massachusetts School for the Feeble-minded, Letchworth Village, in New York, and the farm colony connected with the Vineland (N. J.) Training School.

The Massachusetts School for the Feeble-minded is one of the oldest institutions in the country, embodying in itself a history of American methods of dealing with the feeble-minded. The school at Waverley, with its adjunct, the farm colony at Templeton, is a type of public institution that has accumulated valuable experience in methods of providing training and employment for the various types of inmates.

The Sixty-Sixth Annual Report of the Trustees of the Massachusetts School for the Feeble-minded (1913) describes the institution at Waverley as follows:

The plan of detached and separate departments greatly facilitates the proper classification of our inmates according to age and mental and physical condition and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: At the girls' dormitory are the girls of school grade; at the boys' dormitory and the boys' home are boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys and the females of the lower grade; at the girls' home * * * are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse and the east building are the adult males who are regularly employed in the farm work. In the hospital are the feeble girls and those acutely ill. Thus we have divided our institution into 11 comparatively small families, each with distinctive and peculiar needs, and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

The following is an extract from the Report of the British Royal Commission on the Care and Control of the Feeble-minded (1904),¹ giving the impression of the commissioners as to the situation in the United States:

Our members [the commissioners who visited the United States] were struck by the originality and directness of the methods adopted in several of these institutions with a view to stimulating the activity of the perceptive powers of the inmates, and also by the freedom from cramping and unnecessary regulations which enabled the managers to apply their minds to new experiments in education and organization. They were also impressed with the large size of the American institutions, some of which contained from 500 to 2,000 inmates. This seems to them to secure proper classification, the general plan being that each institution contains three departments, and it is perfectly easy to transfer an inmate from one to another. These departments are the Custodial care for the lowest grade (i. e., idiots), the school for the higher grade children, and the Industrial for the higher grade adults. These departments are entirely separate and often at some little distance one from the other, though under the same central management. Our members are of opinion that the large size of the institution tends not only to better classification but to greater economy. They also point out that the provision for the feeble-minded in America is on very economical lines.

¹ Vol. VIII, p. 297.

ECONOMIC ASPECT OF THE PROBLEM.

INVESTMENT IN LAND, BUILDINGS, AND EQUIPMENT.

The investment in lands and buildings for State institutions for the mentally defective varies greatly. Much of this variation, of course, is due to the difference in the number of inmates provided for and also to the difference in the price of land in the various localities. A considerable part of this capital outlay represents investment in farm lands and equipment, the returns from which help maintain the institution, representing, therefore, an appropriation for part of the maintenance covering a large number of years.

The State institutions of Kansas, Missouri, Nebraska, one of the Massachusetts institutions (Wrentham State School), and one of the New York institutions (Syracuse State Institution for Feeble-minded Children), have from 400 to 600 inmates.¹ The investment for buildings, grounds, and equipment in these institutions varies from \$351,000 in Kansas to \$550,000 in Missouri. The investment at Syracuse, however, (\$462,784) does not include equipment.

In the State Custodial Asylum for Feeble-minded Women, at Newark, N. Y., there are 852 inmates, and the investment for buildings, grounds, and equipment amounts to about \$438,117.

The State institutions of California, Michigan, and Wisconsin and the semiprivate institution at Elwyn, Pa., have each about 1,000 inmates. The value of buildings and grounds, including equipment in all except the training school at Elwyn, ranges from \$708,197 in Michigan to \$838,737 in Wisconsin.

Dr. Fernald, in his *History of the Treatment of Feeble-minded*, says:

The experience of these institutions * * * has been that plain, substantial, detached buildings can be provided for the custodial cases at an expense of not over \$400 per capita. These detached departments are generally supplied with sewerage, water supply, laundry, storeroom, and often heating facilities from a central plant, at relatively small expense compared with the cost of installation and operation of a separate plant for each division.

COST OF MAINTENANCE.

The average annual per capita cost in 30 State institutions for which figures were obtainable was \$192. The cost in the various institutions ranged from \$97 to \$300 a year for each inmate. However, it must be recognized that, owing to the different methods of bookkeeping, great allowance must be made in comparing costs.

¹ Report of Bureau of Education on Statistics of Schools for the Feeble-minded, 1912-13.

The apparently low cost in many of the institutions is due to the saving in cost of food by the use of the produce of farms operated by the institutions—the work being done by adult inmates—and the earnings from the sale of surplus farm products. Many institutions also have industrial departments in which they manufacture much of the necessary wearing apparel and house furnishings.

According to figures published by the Board of Charities of the District of Columbia the per capita cost of maintenance of mental defectives in the various institutions, including current expenditures and salaries, is as follows:

Institution.	Per capita cost.
Government Hospital for the Insane.....	\$240
Home for the Aged and Infirm.....	153
National Training School for Girls.....	286
National Training School for Boys.....	233
Industrial Home School.....	188
Bruen Home (rate to Board of Children's Guardians).....	120
Pennsylvania Training School (rate to Board of Children's Guardians).....	250
Virginia Training School (rate to Board of Children's Guardians).....	250
Training School at Vineland (rate to Board of Children's Guardians).....	250 to 300

There are 31 individuals reported in institutions providing temporary shelter mainly. It is fair to assume that the community spends at least \$200 a year for each of these persons, as many of them are in hospitals where the cost greatly exceeds this. Figuring the cost for the number of inmates in the various nonappropriate institutions at the time of the investigation according to the above per capita figures, the total cost for maintenance for a year would be approximately \$56,371. The Board of Children's Guardians reports expenditures for the year 1914 of \$21,572.64 for the care of feeble-minded in the three training schools and those boarded out. The total annual expense for the 370 mental defectives cared for in institutions or under public supervision is therefore approximately \$77,943. This does not include the amount spent by private charity nor the cost of training in the public schools. The annual per capita cost of training in the atypical schools is given as \$74.10 and in the public schools as \$32.62.

The present annual per capita expenditure for mental defectives of the District of Columbia boarded in institutions or under the supervision of public authorities is approximately \$211. More than half of the number of defectives in institutions are inmates of the Government Hospital for the Insane. These patients do not in general need the care of expert physicians and the expensive type of custodial buildings. The per capita cost of maintenance in this and other nonappropriate institutions is undoubtedly higher than it would be in an institution of the kind proposed. In considering per capita cost of maintenance it is important to note that the \$192 annual per capita quoted above as being the average for 30 insti-

tutions represents expenditures in institutions most of which are located in northern States, where the rigors of the climate make the expense for fuel and clothing greater than would be required in a milder climate.

ECONOMY OF ADEQUATE PROVISION.

Investigations of mental defectives have proved conclusively that the burden is increased indefinitely by the failure to prevent the transmission of defects that are known to be heritable. It has been found that mentally defective women are in a very large number of cases the mothers of illegitimate children, and that these children have to be cared for by the public because of mental defects or antisocial instincts. The record of one family charted by the research branch of the New Jersey Department of Charities and Corrections illustrates the cost of lack of prevention. An imbecile woman married a moron. They had 3 feeble-minded children, the records of 2 of whom were not obtained. The third, frequently an inmate of an almshouse, had 6 illegitimate children, of whom 4 died in infancy. One of her feeble-minded daughters had 2 feeble-minded children and another child who died in infancy. Her other daughter had 10 feeble-minded children, 7 of whom were cared for in almshouses or by State authorities, 2 of the others dying when very young. In three generations this one imbecile woman had 17 feeble-minded progeny whose records were obtainable, 10 of whom were cared for in almshouses at times but not permanently segregated. Besides this immediate line the family connections of this woman include 259 feeble-minded persons in five generations, the majority of whom were dependent on the public for maintenance. Many similar instances are recorded by State investigating bodies and research departments of institutions. The social economy that must result from the prevention of transmission of defect can not be estimated in figures, but it is hardly to be questioned that the investment would result in savings compounded with each generation.

Quoting from an editorial in the *Survey* of March 2, 1912, "The greatest need of all is for more institutional care. When this has been brought about in every State we shall witness a great gaol delivery even more significant than that which has followed the discontinuance of imprisonment for debt, or the abolition of the saloon, or the introduction of the probation and parole system. Care for the feeble-minded adequately for a generation and expenditures for prisons, reformatories, police, fires, hospitals, and almshouses will be enormously reduced, or, what is even better, expenditures for such purposes will be accomplishing desirable tasks which we have not yet had the courage to undertake. Biology and economics unite in demanding that the strains of feeble-mindedness shall be eliminated by the humane segregation of the mentally defective."

APPENDIX.

CLASSIFIED INSTANCES OF MENTAL DEFECTIVES IN THE DISTRICT OF COLUMBIA FOR WHOM INSTITUTIONAL CARE IS DESIRABLE.

The following pages contain concrete illustrations of various phases of the problem of mental defect. These hundred cases represent only a few of the large number of children and adults for whom at present no provision is made. No attempt has been made to present all the information that might have been obtained in regard to these cases. Records of all of the 798 cases enumerated, as well as a large number of others reported to the bureau since this report was prepared, are on file in the Children's Bureau.

The attempt was made to classify these instances according to the nature of the problem involved, but it is obvious that there is much overlapping. It will be found that each individual mentioned suffers from many of these factors, not from one only. For example, the child who is here classed as a delinquent is also found to be of defective stock, the child of a morally delinquent mother, and too defective to attend school, etc. This intertwining of bad conditions, evil inheritances, weaknesses, and antisocial tendencies characterizes the problem of mental defectives. All that society can do is to provide the training and care that will save them from suffering from the effects of their misfortune and from contributing to the cycle of defectiveness, dependency, and delinquency.

I. MENTAL DEFECT AS A CAUSE OF DEPENDENCY.

No. 60. Male, 31, white } Husband and wife.
No. 59. Female, 29, white }

Married in 1907. The records of the Board of Children's Guardians show that the man was reported to them by a judge as feeble-minded in 1898, at the age of 15. He was sent to the school for feeble-minded at Elwyn, Pa., but ran away after a month and a half. Has been working irregularly since then.

The woman's mother, who came from a wealthy family, was epileptic and died in an insane asylum. She left considerable money to the family, but the father, a gambler and swindler, soon squandered it. When the daughter was quite young a physician, believing her epileptic, recommended that she be placed in an institution. His advice was not followed. The family moved to Washington in 1904. The girl was sent to work in a laundry, but was too incompetent to be kept. She applied for admission at the Young Women's Christian Home, as her father and stepmother abused her. Becoming intimate with a wild, immoral girl, she left the home and went to live near the arsenal. She again applied for admission to the home, but could not be kept there on account of her unclean condition. In January, 1906, she applied to the Board of Charities, and was sent to the Florence Crittenton Mission, where she gave birth to a stillborn child.

After leaving the mission she worked as a chambermaid in a hotel and soon married a mentally defective man, also employed there. For the next few years the records of the Associated Charities concerning this couple and their offspring are voluminous. The man lost his place a few days before he was married and was unable to support his wife. Sometimes his mother would let the couple stay at her house, and some-

times they rented a room; but the woman screamed and cursed and used vulgar language to such a degree that no one could keep them very long. Their rent was paid by a church for a considerable time. In May, 1908, the woman left her husband, and soon after she and her stepmother had him arrested for improper conduct.

In July she went back to her husband. Shortly afterwards she was sent to the Washington Asylum Hospital, where a child was born. She was sent to this hospital for the purpose of observation to determine whether she could be committed to the Government Hospital for the Insane. The doctor pronounced her an imbecile or high-grade idiot. Various persons have made affidavits to the effect that she is insane, but she has not been committed to the hospital, and her husband does not wish her to go there.

The husband has occasionally obtained a job, but never keeps it long. He has obtained a good deal of money through a story of a sick wife and baby. Almost all the charitable organizations of the city seem to have had dealings with the family at one time or another. The family are constantly moving on account of nonpayment of rent, have almost no furniture, and live in a very shiftless manner.

Of the five living children, a boy 6½ years old is with the man's mother and sister, but not yet in school; a girl 5½ years old, mentally defective, is in Washington City Orphan Asylum; a boy, 3½ years old, and two girls, 2½ and 1½ years old, are with the parents. None of the children appear bright, and the girl 2½ years of age is far from normal.

The man is now working in the railroad yards, but it is said he loses about one-third of his time on account of hernia. Neighbors state that the woman beats the children. She is away from home most of the day, and for several weeks past the man has hired a colored woman to stay with the children.

During the eight years this couple have been married six children have been born to them and the woman is again pregnant.

No. 591. Male, 18, colored.

Father deserted family, and the five children were taken in charge by the Board of Children's Guardians 11 years ago. This boy was placed in a boarding home and later placed on trial for indenture, but his mind was so defective that he could not do much. He was sent to school, but at 10 years of age had not learned his letters. He was finally placed in the children's temporary home as feeble-minded, but escaped in July, 1914, and is now at large. He has secondary syphilis.

The mother is said to be mentally defective. The oldest sister was sent to the reform school, where she stayed until she reached her majority and was discharged. The second sister had an illegitimate child, and was dishonest and untruthful. An older brother was sent to the Industrial Home School, and ran away eight times. A younger brother was also placed in the Industrial Home School.

No. 367. Male, 39, white. } Husband and wife.
No. 368. Female, 33, white. }

No. 369. Male, 8, white, their son.

Both mentally defective, as is also their son, 8 years of age. A girl 6 years old is thought to be defective, although she attends the regular school. The boy is in an atypical school. Their second child was stillborn, and they lost a baby in the summer of 1914.

The Associated Charities has a long record of the family; the man is continually losing his job and always trying to borrow; the family is dirty and shiftless. They live in the basement of an old house and have scarcely any furniture. The man has been in the hospital a number of times. The wife has been in the Florence Crittenton Mission for temporary shelter. The husband was sent to the Washington Asylum Hospital about a year ago; his trouble proved to be syphilis; he is now being treated at an eye, ear, and throat hospital. The man's parents are respectable people, and live fairly comfortably. They have helped the man somewhat, but are unable to continue doing so.

No. 655. Female, 25, colored.

Orphaned at an early age. Was found living with a woman who had a workhouse record and was unfit to have the care of a child, and was placed in the Washington Asylum Hospital for mental observation in 1902. It was decided she was not a suitable case for the epileptic ward of the Government Hospital for the Insane. Was placed in temporary home for children; when she became of age in 1907 she was transferred to the feeble-minded list of the Board of Children's Guardians.

No. 578. Female, 32, colored.

Has had three illegitimate children. Was living in one small room with her mother, brother, and her three children, in an indescribably filthy condition. The children were committed to the Board of Children's Guardians in 1910 and the father ordered to pay \$4 a month for their care. The oldest boy, almost 15 years of age, has been put on probation by the juvenile court. He and his brother, aged 13, were kept in a boarding home until December, 1912, when they were placed for indenture.

No. 20. Female, 21, white.

Epileptic and mentally defective. Her father was placed in an insane asylum not long after he was married, but improved and was allowed to leave. Several children were born in the family during the time he was at large. He is now in the asylum again. An Associated Charities agent acquainted with the family states that the mother and three children are also defective, and it is said the family has received help from almost every almsgiving church and society in the city. The girl had epileptic seizures up to the age of 14, when they ceased. Her left arm is paralyzed. She "runs around" with an imbecile man who lives in the neighborhood.

No. 25. Male, 36, white.

Is able to work, but is a "dope fiend" as well as mentally defective, and has been at the Home for the Aged and Infirm for a year; is likely to remain there for life.

II. MENTALLY DEFECTIVE WOMEN WHO ARE MORALLY DELINQUENT.

No. 461. Female, 33, white.

This woman has been known to charity organizations since 1903, when she was admitted to the hospital, where her baby was born. She was the widow of a man said to have been feeble-minded and who had died of tuberculosis a year or two previously. By him she had had three children, all of them now dead. She admits she has led the life of a prostitute.

This woman has been in the Florence Crittenton Mission and in the Washington Asylum Hospital several times. While at the hospital in 1910, being treated for syphilis, she met a man who was being treated for tuberculosis, and when she told him of her condition he agreed to marry her and take care of her. He was a man with a jail and workhouse record, an habitual drunkard with vile habits, and had had tuberculosis for several years.

They were married in March, 1910. Three months later she applied at the office of the Associated Charities for assistance; she was terribly bruised from beatings by the drunken husband. They have had two children; one died at birth, the other is a ward of the Board of Children's Guardians. Numerous attempts have been made to place the woman in the Government Hospital for the Insane, where she was once sent to await trial for insanity. Physicians testified that she was an imbecile, with the mentality of a child of about 6 or 7 years, although she is now 33; that she was unable to care for herself, and that she should be permanently segregated for her own sake and the protection of society.

The woman claims she has had nine children; all except one have died from neglect. Her husband is now in the tuberculosis hospital. The woman has been in the tuberculosis hospital for treatment, but refused to remain.

No. 102. Female, 21, white.

Has two illegitimate children, 3 and 2 years old, respectively. Was sentenced to 360 days for nonsupport of child; youngest child a ward of the Board of Children's Guardians; older child adopted out from the foundling asylum. Woman was recently arrested for being dressed in man's clothing; she is now in jail awaiting sentence.

No. 76. Female, 19, white.

At Florence Crittenton Mission with baby 1 month old. Has another child 2 years old, now cared for by her mother. Both are illegitimate.

times they rented a room; but the woman screamed and cursed and used vulgar language to such a degree that no one could keep them very long. Their rent was paid by a church for a considerable time. In May, 1908, the woman left her husband, and soon after she and her stepmother had him arrested for improper conduct.

In July she went back to her husband. Shortly afterwards she was sent to the Washington Asylum Hospital, where a child was born. She was sent to this hospital for the purpose of observation to determine whether she could be committed to the Government Hospital for the Insane. The doctor pronounced her an imbecile or high-grade idiot. Various persons have made affidavits to the effect that she is insane, but she has not been committed to the hospital, and her husband does not wish her to go there.

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The man is now working in the railroad yards, but it is said he loses about one-third of his time on account of hernia. Neighbors state that the woman beats the children. She is away from home most of the day, and for several weeks past the man has hired a colored woman to stay with the children.

During the eight years this couple have been married six children have been born to them and the woman is again pregnant.

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Father deserted family, and the five children were taken in charge by the Board of Children's Guardians 11 years ago. This boy was placed in a boarding home and later placed on trial for indenture, but his mind was so defective that he could not do much. He was sent to school, but at 10 years of age had not learned his letters. He was finally placed in the children's temporary home as feeble-minded, but escaped in July, 1914, and is now at large. He has secondary syphilis.

The mother is said to be mentally defective. The oldest sister was sent to the reform school, where she stayed until she reached her majority and was discharged. The second sister had an illegitimate child, and was dishonest and untruthful. An older brother was sent to the Industrial Home School, and ran away eight times. A younger brother was also placed in the Industrial Home School.

No. 367. Male, 39, white. } Husband and wife.
No. 368. Female, 33, white. }

No. 369. Male, 8, white, their son.

Both mentally defective, as is also their son, 8 years of age. A girl 6 years old is thought to be defective, although she attends the regular school. The boy is in an atypical school. Their second child was stillborn, and they lost a baby in the summer of 1914.

The Associated Charities has a long record of the family; the man is continually losing his job and always trying to borrow; the family is dirty and shiftless. They live in the basement of an old house and have scarcely any furniture. The man has been in the hospital a number of times. The wife has been in the Florence Crittenton Mission for temporary shelter. The husband was sent to the Washington Asylum Hospital about a year ago; his trouble proved to be syphilis; he is now being treated at an eye, ear, and throat hospital. The man's parents are respectable people, and live fairly comfortably. They have helped the man somewhat, but are unable to continue doing so.

No. 655. Female, 25, colored.

Orphaned at an early age. Was found living with a woman who had a workhouse record and was unfit to have the care of a child, and was placed in the Washington Asylum Hospital for mental observation in 1902. It was decided she was not a suitable case for the epileptic ward of the Government Hospital for the Insane. Was placed in temporary home for children; when she became of age in 1907 she was transferred to the feeble-minded list of the Board of Children's Guardians.

No. 578. Female, 32, colored.

Has had three illegitimate children. Was living in one small room with her mother, brother, and her three children, in an indescribably filthy condition. The children were committed to the Board of Children's Guardians in 1910 and the father ordered to pay \$4 a month for their care. The oldest boy, almost 15 years of age, has been put on probation by the juvenile court. He and his brother, aged 13, were kept in a boarding home until December, 1912, when they were placed for indenture.

No. 20. Female, 21, white.

Epileptic and mentally defective. Her father was placed in an insane asylum not long after he was married, but improved and was allowed to leave. Several children were born in the family during the time he was at large. He is now in the asylum again. An Associated Charities agent acquainted with the family states that the mother and three children are also defective, and it is said the family has received help from almost every almshouse church and society in the city. The girl had epileptic seizures up to the age of 14, when they ceased. Her left arm is paralyzed. She "runs around" with an imbecile man who lives in the neighborhood.

No. 25. Male, 36, white.

Is able to work, but is a "dope fiend" as well as mentally defective, and has been at the Home for the Aged and Infirm for a year; is likely to remain there for life.

II. MENTALLY DEFECTIVE WOMEN WHO ARE MORALLY DELINQUENT.

No. 461. Female, 33, white.

This woman has been known to charity organizations since 1903, when she was admitted to the hospital, where her baby was born. She was the widow of a man said to have been feeble-minded and who had died of tuberculosis a year or two previously. By him she had had three children, all of them now dead. She admits she has led the life of a prostitute.

This woman has been in the Florence Crittenton Mission and in the Washington Asylum Hospital several times. While at the hospital in 1910, being treated for syphilis, she met a man who was being treated for tuberculosis, and when she told him of her condition he agreed to marry her and take care of her. He was a man with a jail and workhouse record, an habitual drunkard with vile habits, and had had tuberculosis for several years.

They were married in March, 1910. Three months later she applied at the office of the Associated Charities for assistance; she was terribly bruised from beatings by the drunken husband. They have had two children; one died at birth, the other is a ward of the Board of Children's Guardians. Numerous attempts have been made to place the woman in the Government Hospital for the Insane, where she was once sent to await trial for insanity. Physicians testified that she was an imbecile, with the mentality of a child of about 6 or 7 years, although she is now 33; that she was unable to care for herself, and that she should be permanently segregated for her own sake and the protection of society.

The woman claims she has had nine children; all except one have died from neglect. Her husband is now in the tuberculosis hospital. The woman has been in the tuberculosis hospital for treatment, but refused to remain.

No. 102. Female, 21, white.

Has two illegitimate children, 3 and 2 years old, respectively. Was sentenced to 360 days for nonsupport of child; youngest child a ward of the Board of Children's Guardians; older child adopted out from the foundling asylum. Woman was recently arrested for being dressed in man's clothing; she is now in jail awaiting sentence.

No. 76. Female, 19, white.

At Florence Crittenton Mission with baby 1 month old. Has another child 2 years old, now cared for by her mother. Both are illegitimate.

32 MENTAL DEFECTIVES IN THE DISTRICT OF COLUMBIA.

No. 75. Female, 26, white.

No home. Has illegitimate child 14 months old, born at Florence Crittenton Mission; another illegitimate child, a boy of 5 years, is at St. Joseph's Orphan Asylum. He is not normal.

No. 106. Female, 30, white.

Epileptic. Was in Florence Crittenton Mission three years. Has one child 2½ years old; boarded out.

No. 643. Female, 18, colored.

Has "falling spells," probably epilepsy. Had an illegitimate child which died about a year ago. Was married the past summer.

No. 249. Female, 19, white.

Has no parents. Has illegitimate child 8 months old; is in service and is keeping child.

No. 64. Female, 35, white.

Now at Florence Crittenton Mission with 4-months-old baby, but they can not keep her long. Habits unclean. Has a child 2 years old living with her sister in Virginia. Comes from a good family. Her sister has a mentally defective boy.

No. 582. Female, 33, colored.

Has had two illegitimate children, last one born June 2, 1913. An older child is in an institution in New York City. Younger child is in charge of the Board of Children's Guardians.

No. 586. Female, 28, colored.

Is badly crippled. Has had three illegitimate children; the first one is dead; the second one's whereabouts unknown. Her brother-in-law is reported to be the father of the third child, born in 1911; she is now at the Home for the Aged and Infirm.

No. 189. Female, 22, white.

Badly in need of institutional care. A child, colored, was born in 1909 in Florence Crittenton Mission and is now boarded out by Board of Children's Guardians with colored family. Woman now working in Bruen Home.

No. 140. Female, 27, white.

Mother died when girl was a baby. Has kept house for men since she was a small girl. Lived with her brother in Langdon and there had a child by him in 1911. They were threatened with arrest and came to Washington, where her brother committed suicide soon after.

No. 676. Female, 35, white.

Crippled. Two illegitimate children are being cared for by her brother and sister.

No. 787. Female, 30, white.

Paralytic and crippled. Was pronounced feeble-minded by a physician, taken charge of by Board of Children's Guardians in 1896, and boarded out. In 1905 had an illegitimate child whose father she claimed was the man in the family keeping her. This man agreed to support both, but has since died. Woman now again being boarded out by Board of Children's Guardians.

No. 649. Female, 21, colored.

Epileptic. Girl's mother had 15 or 18 children. This girl and a younger sister have had illegitimate children.

No. 137. Female, 26, white.

Has had three illegitimate children, two of them now dead. Woman is in service and has the third child with her.

No. 237. Female, 24, white.

Has had two illegitimate children. Her mother is thought to be mentally defective.

No. 639. Female, 28, colored.

Very defective mentally. Has had three illegitimate children and is soon to have a fourth. Lives with a man said to have a wife and children in the city. The three children are boarded out by the Board of Children's Guardians.

No. 799. Female, 35, white.

Taken into a family from the foundling asylum when quite young; afterwards sent to Industrial Home School. When about 16 years of age was sent to the Bruen Home and later gave birth to child which died soon afterwards. Lived at the Bruen Home for several years as a helper. Appears idiotic. Was married during the past winter.

III. CHILDREN TOO DEFECTIVE TO ATTEND SCHOOL.

No. 93. Male, 11, white } Brothers.
No. 94. Male, 13, white }

Have been in public school and are now in parochial school, but the principal says it is impossible for them to learn. There are nine children in the family; all but these two appear normal. The family have almost no furniture and the house is very dirty. The children seen by the visitor were dirty and ragged.

No. 479. Female, 10, white.

Attended a parochial school, but was so defective she could not be allowed to be with the other children; would eat food from the garbage pails in preference to her own lunch. Has recently been sent to the Government Hospital for the Insane.

No. 16. Female, 7, white.

Mongolian type of feeble-minded. Very defective; badly in need of institutional care.

No. 371. Female, 16, white.

Not now in school. Her behavior has caused neighbors to report case frequently to attendance officer. The mother is also defective, and the father a "dope fiend."

No. 534. Male, 15, colored.

Has been in Government Hospital for the Insane; can not read; can count and make change. Did good work in chair caning and basketry when in an atypical school; now working as an errand boy in a grocery store.

No. 181. Male, 12, white.

Was removed from Virginia Training School in July, 1914. Is an epileptic and needs care; is a nuisance in the neighborhood.

No. 285. Male, 16, white.

Paralyzed on left side. Never attended school; does not know the alphabet; sells papers; lives with an aunt.

No. 541. Female, 9, colored.

Too defective mentally to go to school; the mother, a widow, is a day worker and has to employ some one to care for the child while she is away.

IV. CHILDREN IN SPECIAL SCHOOLS TOO DEFECTIVE TO BENEFIT BY SUCH TRAINING.

No. 539. Female, 14, colored.

In an atypical school; has no idea of what has been taught when the lesson is over. A sister also defective.

No. 375. Female, 16, white.

Has attended an atypical school, but can not learn.

No. 572. Female, 7, colored.

Mental condition so bad she could not profit by attendance at an atypical school.

No. 565. Female, 12, colored.

Goes to atypical school when older sister can take her, but mentally incapable of benefiting by school attendance; physically defective also.

No. 222. Male, 8, white.

An atypical-school teacher says she is unable to teach the boy anything.

No. 219. Female, 14, white.

Imbecile. Can not talk; grins when asked questions. Was kept in first grade of regular school six years and then sent to an atypical school at the age of 13. Did not know how to go up or down stairs when she came to the atypical school, but has now been taught to put up one foot after the other.

No. 9. Female, 14, white.

Epileptic and feeble-minded. Has been in an atypical school only a couple of weeks. Uses bad language and is likely to demoralize the other children.

No. 228. Male, 14, white.

Teacher in atypical school reported that she felt she had been unable to instruct him during the three years he had been in the school.

No. 338. Female, 13, white.

Plainly an institutional case. At the age of 7, when she entered the atypical school, she could not get up or down without assistance. It took three months to get her fingers exercised so she could hold a pencil. Can now understand and answer questions fairly well. Has a brother who is very defective.

No. 153. Male, 18, white.

Is about five years old mentally, although as large as a man; attends atypical school.

V. MENTAL DEFECTIVES WHOSE FAMILIES ARE UNABLE TO PROVIDE PROPER CARE.

No. 23. Male, 18, white.

This boy and his brother, 16 years of age, also very defective, belong to a family of seven children, four of whom are living. Two older brothers are working. This boy attended an atypical school for three years but could not learn and had a bad influence over the other boys. Can do errands, but can do no work for which he could be paid. His mother thinks she can see some improvement in his condition. The 16-year old boy has never been to school. The two boys are a great care to their mother, who would be glad of a place to put them where they could be cared for and taught. The family is unable to pay full tuition, but could pay something. They are in moderate circumstances and have a neat home. The boys hang around the public school. They are often annoyed by the other children and are a menace to the neighborhood, but the mother says she can not keep them in the house all the time.

No. 488. Male, 17, white.

Was unable to progress further than the fourth grade in school; has not been to school for three years; can not keep a position; has one brother at the Virginia Training School; two other brothers are normal. The family are in comfortable circumstances, but the mother worries constantly for fear of what he may do as a result of his uncontrollable temper. His parents would like to put him in an institution.

No. 427. Male, 9, white.

Appears perfectly normal for about two weeks each month, then gradually goes to pieces and frequently goes away from home for two or three days; when found claims he has eaten bread and milk taken from doorsteps and has slept in vestibules. Mother would like to put him in an institution. He has an aunt who is mentally defective—No. 64.

No. 754. Male, 10, colored.

Can not stand or walk and his speech is limited to the words "bread" and "water," and a sound that is understood to be his sister's name; can not feed himself; sits in a chair and works his arms and legs spasmodically and laughs; has just been returned from Washington Asylum Hospital, as nothing could be done for him there; mother is a widow and works out; she has two other children.

No. 317. Male, 25, white.

Has never been able to attend school; mother spent one winter trying to teach him his alphabet, but he does not know it now; does not do anything; parents are unable to pay for institutional care, although they could pay part; he is too old for existing institutions. The mother is breaking down under the long strain, and the doctor has said the son must be put somewhere. He has one sister who is normal.

No. 741. Male, 38, colored.

Can not talk, but can feed himself; he can chop wood, but is not competent to go on errands. He is boarded and cared for by his brother.

No. 194. Male, 34, white.

Very defective; can not read or write nor do any work; he is cared for by his widowed mother and sister.

No. 408. Female, 13, white.

Very much in need of institutional care; can not talk or be made to learn anything; not in school.

No. 647. Male, 6, colored }
No. 648. Male, 6, colored } Twins.

Both boys are unable to walk or talk; family very poor.

No. 412. Female, 11, white.

Was in second grade of regular school; sent to atypical school, but has recently been excluded from school by the board of health. No teacher will keep her because of her bad habits. The mother is a "dope fiend."

No. 82. Male, 15, white.

Not in school; should be in an institution; father is said to be mentally defective.

No. 425. Male, 20, white.

Harmless, but very defective mentally; helps at home and takes care of the baby; needs institutional care.

No. 774. Female, 8, colored.

Mentally incapable of ever attending school; could probably be taught to do hand-work; father is sickly and partially incapacitated for work; mother takes in washing. There are nine other children.

VI. DEFECTIVE DELINQUENTS DETRIMENTAL TO THE WELFARE OF THE COMMUNITY.

No. 348. Male, 10, white.

Has been examined and declared to be in need of institutional care. Has been before the juvenile court for stealing.

No. 30. Female, 18, white.

Mother is dead; there are nine children; older sister is in charge of home. This girl is a good housekeeper and has a sweet disposition, but has bad influence over the other children of the family. A great problem to the father.

No. 303. Male, 14, white.

Orphan. Unable to study, but works well under direction; was boarded out with a family for two or three months, but was returned to an asylum in bad condition; a great detriment to other children, who also worry him into a very nervous condition.

No. 88. Female, 8, white.

Attends an atypical school. Was assaulted when 7 years of age and is in constant danger owing to her mental condition.

No. 505. Male, 14, white.

Has attended an atypical school. This boy and a brother three years younger have been in the Industrial Home School; have also been before the juvenile court for stealing. Boy has been in Children's Hospital three times. The family has been helped for years by public relief agencies. There apparently is insanity in the family. The father has been in hospital for observation, but a physician declared he was not insane; he is an habitual drunkard; has been in the workhouse; his father is said to have been insane at the time of his death, and a brother is insane at times. There are five children in the family; the baby is said to be abnormal.

No. 300. Male, 25, white.

Never learned to read or write. Has served sentence for larceny and has viciously assaulted his mother.

No. 97. Male, 20, white.

Feeble-minded and very immoral and has evil tendencies. Was doing fourth-grade work at the age of 16. Now working.

No. 358. Male, 19, white.

This boy was recently sent to the Home for the Aged and Infirm because he would not work and was considered an undesirable person to have at large. He left after having been there 11 days and now is wandering the streets. The family does not know where he is. The father deserted the family three years ago; the mother is employed in a factory. There are four children; the oldest girl is in the Industrial Home School; the second girl is in the Pennsylvania Training School; and a boy is in the National Training School.

VII. MENTAL DEFECTIVES WHO ARE ALSO PHYSICALLY DEFECTIVE.

No. 547. Male, 23, colored.

Epileptic. Unable to learn; some of the best physicians in Washington and Baltimore have failed to improve his physical condition; has to be attended like a baby at times.

No. 312. Male, 16, white.

Epileptic. Declared to be in a state of mental deterioration and in need of special institutional care.

No. 627. Female, 10, colored.

Is blind and can not talk, but understands what is said to her; can not feed herself or care for herself in anyway; has been boarded out by the Board of Children's Guardians since she was a year and a half old.

No. 622. Male, 15, colored.

No father; mother works out by the day, and brother, 13 years old, is often kept out of school to care for him; sometimes neighbors help; partially paralyzed, but can walk and understands what is said to him. Does not dress himself and does not talk; has idiotic expression; the home seems comfortable; no other children.

No. 665. Female, 11, colored.

Badly crippled; uses crutches; never attended school.

No. 149. Male, 13, white. }
No. 150. Male, 13, white. }Twins.

In an atypical school; these boys seem to have no control of their limbs; they reel down the steps as if they were drunk; they are brought to school in a wagon; another brother slightly defective.

No. 781. Female, 18, white.

Unable to walk or control her limbs; has been two years in hospital; was sent to the Home for the Aged and Infirm three years ago.

No. 791. Female, 12, white.

Very defective physically; can not make any intelligible signs nor indicate her wants; is kept out of doors in an invalid chair during the day; parents able to provide for her while they live.

VIII. MENTALLY DEFECTIVE WOMEN LIKELY TO BECOME VICTIMS OF IMPROPER TREATMENT.

No. 143. Female, 20, white.

Has attended an atypical school and learned to write her name, but was withdrawn by her parents because girls in the school who were older and less defective taught her undesirable things and men spoke to her on the street; now staying at home.

No. 3. Female, 17, white.

Has been in an atypical school, but can not go and come alone; she has given the worker in charge of a playground a great deal of trouble; grown men would hang around the playground and cause annoyance until the worker would be compelled to take the girl home; her mother is dead.

No. 470. Female, 16, white.

Has been brought before the juvenile court for bad behavior on the street; she had an Italian arrested, claiming he was the father of her child.

No. 790. Female, 16, white.

This girl lives with her sister, but the latter can not restrain her and is unwilling to keep her; she was found in the company of a man in Baltimore by a deaconess and sent to Sibley Memorial Hospital, where she remained three months, but was dismissed from there, as she was not a hospital patient; the sister has since applied for readmission for her, but was refused.

No. 460. Female, 23, white.

The mother is dead; father a drunkard; she lived with married sister until turned out because of her behavior and influence; would call men in from the street to introduce them to her nieces; she was sent by the Board of Charities to Florence Crittenton Mission—for lack of a better place—after she had been arrested, having applied for admission to a rooming house after midnight.

38 MENTAL DEFECTIVES IN THE DISTRICT OF COLUMBIA.

No. 238. Female, 17, white.

Has attended an atypical school, but was removed by parents because there was but one other girl in the school and because she learned bad language from the boys; she has a violent temper; her mother would be glad to put her in an institution, as she is fearful of what may happen to her; the family could pay something for her care.

No. 65. Female, 21, white.

Has been too defective to attend school; unable to go about alone; parents are able to care for her at present, but are constantly worried for fear of what may happen to her.

No. 70. Female, 16, white.

The mother thinks it unwise for her to attend the atypical school, as she believes it unsafe for her to go to and from school alone. Girl has been in Pennsylvania Training School, but parents insisted on having her brought home. They would be willing to put her in an institution if there were one near enough for them to visit her.

IX. ADULTS WHO MIGHT HAVE PROFITED BY INSTITUTIONAL TRAINING.

No. 685. Male, 20, colored.

Has never been in school; should be in an institution; works about the house; can sweep and dust; can not go about alone; can do errands, if not sent for more than one thing at a time; family in moderate circumstances.

No. 587. Male, 16, colored.

Epileptic and mentally defective; never advanced beyond the first grade in public school; was a normal child until 7 years of age, when he had scarlet fever; is now in Government Hospital for the Insane in ward with 25 or 30 others; helps clean the ward sometimes, but would be able to do other work if it could be provided; is very much dissatisfied with his surroundings and begs to be brought home.

No. 269. Male, 21, white.

Epileptic. His condition was caused by an attack of spinal meningitis at the age of 9 months. He is melancholy, as he realizes that he is not normal. An institution where he could be taught an occupation and be employed would be a great benefit. Family would be glad to put the boy in an institution if there were one nearby. He is a constant worry to his mother.

X. CASES INDICATING DEFECTIVE STOCK.

No. 715. Female, 5, colored.

In Government Hospital for the Insane. Father has been under observation at Washington Asylum Hospital. Grandfather in Government Hospital for the Insane since 1891. Great-aunt (on father's side) died in the Government Hospital for the Insane in 1893.

No. 373. Male, 40, white.

Painter. Has epilepsy. Reported to be of low moral character. Wife tubercular. A son of 10 has shown signs of feeble-mindedness. A daughter of 8 has very bad habits.

No. 789. Male, 11, white.

Father died in insane asylum. The boy has been recommended for the Vineland Training School by his physician.

No. 389. Female, 16, white.

In an atypical school. Her mother said to be defective, as is also the mother's sister.

No. 361. Female, 18, white.

In Virginia Training School. Mother is in Government Hospital for the Insane (feeble-minded); brother and sister in Industrial Home Training School.

No. 310. Male, 10, white.

In Pennsylvania Training School, sent by Board of Children's Guardians. Mother (case 311) now in Government Hospital for the Insane (feeble-minded).

No. 90. Male, 28, white.

Unable to work on account of mental condition; has a sister in the Government Hospital for the Insane.

No. 426. Male, 14, white.

Attends atypical school; knows almost nothing. Has a defective brother. Mother is also considered defective.

No. 123. Male, 8, white }
No. 124. Female, 10, white } Brother and sister.

Parents both defective; 5 children, all considered defective. Parents will not allow them to attend atypical school, and teachers in the regular schools will not keep them.

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Now at Florence Crittenton Mission with 4-months-old baby, but they can not keep her long. Habits unclean. Has a child 2 years old living with her sister in Virginia. Comes from a good family. Her sister has a mentally defective boy.

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Has had two illegitimate children, last one born June 2, 1913. An older child is in an institution in New York City. Younger child is in charge of the Board of Children's Guardians.

No. 586. Female, 28, colored.

Is badly crippled. Has had three illegitimate children; the first one is dead; the second one's whereabouts unknown. Her brother-in-law is reported to be the father of the third child, born in 1911; she is now at the Home for the Aged and Infirm.

No. 189. Female, 22, white.

Badly in need of institutional care. A child, colored, was born in 1909 in Florence Crittenton Mission and is now boarded out by Board of Children's Guardians with colored family. Woman now working in Bruen Home.

No. 140. Female, 27, white.

Mother died when girl was a baby. Has kept house for men since she was a small girl. Lived with her brother in Langdon and there had a child by him in 1911. They were threatened with arrest and came to Washington, where her brother committed suicide soon after.

No. 676. Female, 35, white.

Crippled. Two illegitimate children are being cared for by her brother and sister.

No. 787. Female, 30, white.

Paralytic and crippled. Was pronounced feeble-minded by a physician, taken charge of by Board of Children's Guardians in 1896, and boarded out. In 1905 had an illegitimate child whose father she claimed was the man in the family keeping her. This man agreed to support both, but has since died. Woman now again being boarded out by Board of Children's Guardians.

No. 649. Female, 21, colored.

Epileptic. Girl's mother had 15 or 18 children. This girl and a younger sister have had illegitimate children.

No. 137. Female, 26, white.

Has had three illegitimate children, two of them now dead. Woman is in service and has the third child with her.

No. 237. Female, 24, white.

Has had two illegitimate children. Her mother is thought to be mentally defective.

No. 639. Female, 28, colored.

Very defective mentally. Has had three illegitimate children and is soon to have a fourth. Lives with a man said to have a wife and children in the city. The three children are boarded out by the Board of Children's Guardians.

No. 799. Female, 35, white.

Taken into a family from the foundling asylum when quite young; afterwards sent to Industrial Home School. When about 16 years of age was sent to the Bruen Home and later gave birth to child which died soon afterwards. Lived at the Bruen Home for several years as a helper. Appears idiotic. Was married during the past winter.

III. CHILDREN TOO DEFECTIVE TO ATTEND SCHOOL.

No. 93. Male, 11, white } Brothers.
No. 94. Male, 13, white }

Have been in public school and are now in parochial school, but the principal says it is impossible for them to learn. There are nine children in the family; all but these two appear normal. The family have almost no furniture and the house is very dirty. The children seen by the visitor were dirty and ragged.

No. 479. Female, 10, white.

Attended a parochial school, but was so defective she could not be allowed to be with the other children; would eat food from the garbage pails in preference to her own lunch. Has recently been sent to the Government Hospital for the Insane.

No. 16. Female, 7, white.

Mongolian type of feeble-minded. Very defective; badly in need of institutional care.

No. 371. Female, 16, white.

Not now in school. Her behavior has caused neighbors to report case frequently to attendance officer. The mother is also defective, and the father a "dope fiend."

No. 534. Male, 15, colored.

Has been in Government Hospital for the Insane; can not read; can count and make change. Did good work in chair caning and basketry when in an atypical school; now working as an errand boy in a grocery store.

No. 181. Male, 12, white.

Was removed from Virginia Training School in July, 1914. Is an epileptic and needs care; is a nuisance in the neighborhood.

No. 285. Male, 16, white.

Paralyzed on left side. Never attended school; does not know the alphabet; sells papers; lives with an aunt.

No. 541. Female, 9, colored.

Too defective mentally to go to school; the mother, a widow, is a day worker and has to employ some one to care for the child while she is away.

IV. CHILDREN IN SPECIAL SCHOOLS TOO DEFECTIVE TO BENEFIT BY SUCH TRAINING.

No. 539. Female, 14, colored.

In an atypical school; has no idea of what has been taught when the lesson is over. A sister also defective.

No. 375. Female, 16, white.

Has attended an atypical school, but can not learn.

No. 572. Female, 7, colored.

Mental condition so bad she could not profit by attendance at an atypical school.

No. 565. Female, 12, colored.

Goes to atypical school when older sister can take her, but mentally incapable of benefiting by school attendance; physically defective also.

No. 222. Male, 8, white.

An atypical-school teacher says she is unable to teach the boy anything.

No. 219. Female, 14, white.

Imbecile. Can not talk; grins when asked questions. Was kept in first grade of regular school six years and then sent to an atypical school at the age of 13. Did not know how to go up or down stairs when she came to the atypical school, but has now been taught to put up one foot after the other.

No. 9. Female, 14, white.

Epileptic and feeble-minded. Has been in an atypical school only a couple of weeks. Uses bad language and is likely to demoralize the other children.

No. 228. Male, 14, white.

Teacher in atypical school reported that she felt she had been unable to instruct him during the three years he had been in the school.

No. 338. Female, 13, white.

Plainly an institutional case. At the age of 7, when she entered the atypical school, she could not get up or down without assistance. It took three months to get her fingers exercised so she could hold a pencil. Can now understand and answer questions fairly well. Has a brother who is very defective.

No. 153. Male, 18, white.

Is about five years old mentally, although as large as a man; attends atypical school.

V. MENTAL DEFECTIVES WHOSE FAMILIES ARE UNABLE TO PROVIDE PROPER CARE.

No. 23. Male, 18, white.

This boy and his brother, 16 years of age, also very defective, belong to a family of seven children, four of whom are living. Two older brothers are working. This boy attended an atypical school for three years but could not learn and had a bad influence over the other boys. Can do errands, but can do no work for which he could be paid. His mother thinks she can see some improvement in his condition. The 16-year old boy has never been to school. The two boys are a great care to their mother, who would be glad of a place to put them where they could be cared for and taught. The family is unable to pay full tuition, but could pay something. They are in moderate circumstances and have a neat home. The boys hang around the public school. They are often annoyed by the other children and are a menace to the neighborhood, but the mother says she can not keep them in the house all the time.

No. 488. Male, 17, white.

Was unable to progress further than the fourth grade in school; has not been to school for three years; can not keep a position; has one brother at the Virginia Training School; two other brothers are normal. The family are in comfortable circumstances, but the mother worries constantly for fear of what he may do as a result of his uncontrollable temper. His parents would like to put him in an institution.

No. 427. Male, 9, white.

Appears perfectly normal for about two weeks each month, then gradually goes to pieces and frequently goes away from home for two or three days; when found claims he has eaten bread and milk taken from doorsteps and has slept in vestibules. Mother would like to put him in an institution. He has an aunt who is mentally defective—No. 64.

No. 754. Male, 10, colored.

Can not stand or walk and his speech is limited to the words "bread" and "water," and a sound that is understood to be his sister's name; can not feed himself; sits in a chair and works his arms and legs spasmodically and laughs; has just been returned from Washington Asylum Hospital, as nothing could be done for him there; mother is a widow and works out; she has two other children.

No. 317. Male, 25, white.

Has never been able to attend school; mother spent one winter trying to teach him his alphabet, but he does not know it now; does not do anything; parents are unable to pay for institutional care, although they could pay part; he is too old for existing institutions. The mother is breaking down under the long strain, and the doctor has said the son must be put somewhere. He has one sister who is normal.

No. 741. Male, 38, colored.

Can not talk, but can feed himself; he can chop wood, but is not competent to go on errands. He is boarded and cared for by his brother.

No. 194. Male, 34, white.

Very defective; can not read or write nor do any work; he is cared for by his widowed mother and sister.

No. 408. Female, 13, white.

Very much in need of institutional care; can not talk or be made to learn anything; not in school.

No. 647. Male, 6, colored }
No. 648. Male, 6, colored } Twins.

Both boys are unable to walk or talk; family very poor.

No. 412. Female, 11, white.

Was in second grade of regular school; sent to atypical school, but has recently been excluded from school by the board of health. No teacher will keep her because of her bad habits. The mother is a "dope fiend."

No. 82. Male, 15, white.

Not in school; should be in an institution; father is said to be mentally defective.

No. 425. Male, 20, white.

Harmless, but very defective mentally; helps at home and takes care of the baby; needs institutional care.

No. 774. Female, 8, colored.

Mentally incapable of ever attending school; could probably be taught to do hand-work; father is sickly and partially incapacitated for work; mother takes in washing. There are nine other children.

VI. DEFECTIVE DELINQUENTS DETRIMENTAL TO THE WELFARE OF THE COMMUNITY.

No. 348. Male, 10, white.

Has been examined and declared to be in need of institutional care. Has been before the juvenile court for stealing.

No. 30. Female, 18, white.

Mother is dead; there are nine children; older sister is in charge of home. This girl is a good housekeeper and has a sweet disposition, but has bad influence over the other children of the family. A great problem to the father.

No. 303. Male, 14, white.

Orphan. Unable to study, but works well under direction; was boarded out with a family for two or three months, but was returned to an asylum in bad condition; a great detriment to other children, who also worry him into a very nervous condition.

No. 88. Female, 8, white.

Attends an atypical school. Was assaulted when 7 years of age and is in constant danger owing to her mental condition.

No. 505. Male, 14, white.

Has attended an atypical school. This boy and a brother three years younger have been in the Industrial Home School; have also been before the juvenile court for stealing. Boy has been in Children's Hospital three times. The family has been helped for years by public relief agencies. There apparently is insanity in the family. The father has been in hospital for observation, but a physician declared he was not insane; he is an habitual drunkard; has been in the workhouse; his father is said to have been insane at the time of his death, and a brother is insane at times. There are five children in the family; the baby is said to be abnormal.

No. 300. Male, 25, white.

Never learned to read or write. Has served sentence for larceny and has viciously assaulted his mother.

No. 97. Male, 20, white.

Feeble-minded and very immoral and has evil tendencies. Was doing fourth-grade work at the age of 16. Now working.

No. 358. Male, 19, white.

This boy was recently sent to the Home for the Aged and Infirm because he would not work and was considered an undesirable person to have at large. He left after having been there 11 days and now is wandering the streets. The family does not know where he is. The father deserted the family three years ago; the mother is employed in a factory. There are four children; the oldest girl is in the Industrial Home School; the second girl is in the Pennsylvania Training School; and a boy is in the National Training School.

VII. MENTAL DEFECTIVES WHO ARE ALSO PHYSICALLY DEFECTIVE.

No. 547. Male, 23, colored.

Epileptic. Unable to learn; some of the best physicians in Washington and Baltimore have failed to improve his physical condition; has to be attended like a baby at times.

No. 312. Male, 16, white.

Epileptic. Declared to be in a state of mental deterioration and in need of special institutional care.

No. 627. Female, 10, colored.

Is blind and can not talk, but understands what is said to her; can not feed herself or care for herself in anyway; has been boarded out by the Board of Children's Guardians since she was a year and a half old.

No. 622. Male, 15, colored.

No father; mother works out by the day, and brother, 13 years old, is often kept out of school to care for him; sometimes neighbors help; partially paralyzed, but can walk and understands what is said to him. Does not dress himself and does not talk; has idiotic expression; the home seems comfortable; no other children.

No. 665. Female, 11, colored.

Badly crippled; uses crutches; never attended school.

No. 149. Male, 13, white. } Twins.
No. 150. Male, 13, white. }

In an atypical school; these boys seem to have no control of their limbs; they reel down the steps as if they were drunk; they are brought to school in a wagon; another brother slightly defective.

No. 781. Female, 18, white.

Unable to walk or control her limbs; has been two years in hospital; was sent to the Home for the Aged and Infirm three years ago.

No. 791. Female, 12, white.

Very defective physically; can not make any intelligible signs nor indicate her wants; is kept out of doors in an invalid chair during the day; parents able to provide for her while they live.

VIII. MENTALLY DEFECTIVE WOMEN LIKELY TO BECOME VICTIMS OF IMPROPER TREATMENT.

No. 143. Female, 20, white.

Has attended an atypical school and learned to write her name, but was withdrawn by her parents because girls in the school who were older and less defective taught her undesirable things and men spoke to her on the street; now staying at home.

No. 3. Female, 17, white.

Has been in an atypical school, but can not go and come alone; she has given the worker in charge of a playground a great deal of trouble; grown men would hang around the playground and cause annoyance until the worker would be compelled to take the girl home; her mother is dead.

No. 470. Female, 16, white.

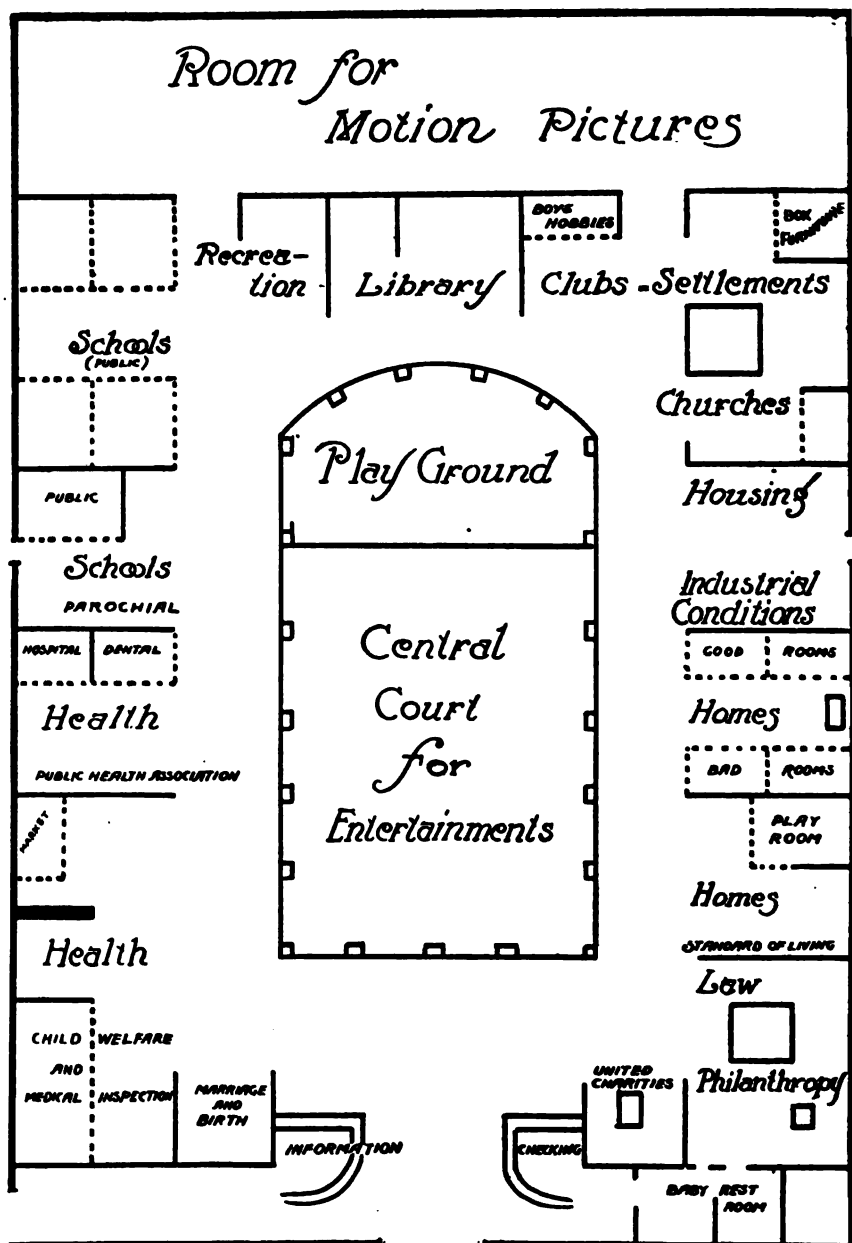
Has been brought before the juvenile court for bad behavior on the street; she had an Italian arrested, claiming he was the father of her child.

No. 790. Female, 16, white.

This girl lives with her sister, but the latter can not restrain her and is unwilling to keep her; she was found in the company of a man in Baltimore by a deaconess and sent to Sibley Memorial Hospital, where she remained three months, but was dismissed from there, as she was not a hospital patient; the sister has since applied for readmission for her, but was refused.

No. 460. Female, 23, white.

The mother is dead; father a drunkard; she lived with married sister until turned out because of her behavior and influence; would call men in from the street to introduce them to her nieces; she was sent by the Board of Charities to Florence Crittenton Mission—for lack of a better place—after she had been arrested, having applied for admission to a rooming house after midnight.



FRONTISPIECE.—TYPICAL FLOOR PLAN OF A CHILD-WELFARE EXHIBIT (HELD IN ROCHESTER), SHOWING CENTRAL COURT, WIDE AISLE, LARGE SECTIONS ARRANGED BY SUBJECTS.

AUG 1 '39

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ILLUSTRATIONS.

- Frontispiece. Typical floor plan of a child-welfare exhibit (held in Rochester), showing central court, wide aisle, large sections arranged by subjects.
- No. 1. Children's Health Conference. Doctor, nurse, parent, and child are separated from the general public by a glass wall through which the examination can be seen.
- No. 2. Home-play exhibit.
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- No. 4. Wall panel from the exhibit of the Children's Bureau, showing the use of cartoons.
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- No. 14. Diagram of wall panel composed of cards.
- No. 15. Cross section of an illusion. (Side view with door removed.)

LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, D. C., September 20, 1915.

SIR: I transmit herewith a bulletin on Child-welfare Exhibits: Types and preparation, by Dr. Anna Louise Strong, exhibit expert of the Children's Bureau.

The exhibit has proved, in recent years, an important means for the widespread publication of facts. Especially effective have been the uses of this form of publication in relation to child and infant welfare. The Children's Bureau receives many letters of inquiry from organizations and individuals desiring to hold such exhibits; and it is in answer to inquiries of this kind that this bulletin has been prepared.

Respectfully submitted.

JULIA C. LATHROP, *Chief.*

HON. WILLIAM B. WILSON,
Secretary of Labor.

CHILD-WELFARE EXHIBITS.

INTRODUCTORY.

In the past five years there have occurred in nearly every part of the United States three distinct series of exhibits all dealing with subjects which may be classed under the general head of child welfare. The New York Child-welfare Exhibit, held in January, 1911, aimed to show all influences affecting the welfare of children in the city of New York, and gave rise to a series of similar exhibits in Chicago, Kansas City, Northampton, St. Louis, Buffalo, Montreal, Louisville, Providence, Knoxville, Rochester, New Britain, Peoria, Toledo, Seattle, Indianapolis, and Dublin (Ireland), and many smaller places.

The Philadelphia Baby-Saving Show, in May, 1912, gave its attention to one aspect of child welfare—that of baby saving, covering this in much greater detail than had previously been done. This show led not only to other baby-saving exhibits but to an enrichment of the series of larger child-welfare exhibits as far as the subject of infant welfare was concerned. A further enrichment came from the Junior Exhibitions, held in Cleveland and San Francisco, a display on a large scale of objects made by children; and from the boys' hobby shows of the Young Men's Christian Association, dealing with the special interests of adolescent boys. The children's health conference, consisting of a free physical examination for children, held in Knoxville, Tenn., in September–October, 1913, in the children's building of the National Conservation Congress, established a technique for still another feature of a child-welfare exhibit. Each of these exhibits has been held at times alone and at other times as part of a larger child-welfare exhibit.

The demand for an exhibit may arise in a community in many ways. A mother's club or infant-welfare station may desire some new and graphic way of teaching mothers the methods of infant care; a settlement or club may wish to interest parents more vitally in the development of the growing boy and girl; several children's philanthropies may wish to explain their work to the public; or a group of representative citizens from all these organizations may feel

that the time has come for a graphic presentation of all the conditions that affect the well-being of the community's children, so that the whole community may know those conditions and take action concerning them.

For all these purposes the exhibit has proved a useful method of popular education. Comments of parents, teachers, and visiting nurses after the exhibit show conclusively that many homes are reached and influenced by the sections intended especially for parents. In securing community aims through publicity the exhibit has shown itself equally effective. New laws or new machinery for law enforcement or community administration have been secured by practically every large child-welfare exhibit. A comprehensive exhibit of this kind should combine both the appeal to the parent and that to the citizen, using each to reenforce the other. In this respect it offers a peculiarly democratic approach to the problems involved in the welfare of the child, since it takes as point of departure not the "poor child" nor the "bad boy," but all children, leading the parent to that interest in community action through which alone his own child may be safeguarded and the citizen to a knowledge of the individual problems of heredity, ignorance, and poverty on the adequate solution of which depends the community's future.

At first only the larger cities felt able to undertake the expense of a child-welfare exhibit, which varied from \$80,000 in New York to \$3,000 or \$4,000 in Toledo, Seattle, and Rochester, and even in a small community like Northampton, Mass., was as high as \$847. But with the improvement of exhibit technique and with the construction of many traveling exhibits owned by Federal and State authorities or by national organizations practically any community can now hold some type of child-welfare exhibit for very little cost.

SCOPE OF THE EXHIBIT.

The first thing to be decided when a demand arises for an exhibit dealing with questions of child welfare is the scope and exact purpose of the exhibit.

Is the exhibit to be part of a larger exposition? If so, it will be conditioned in the choice of its field by the classification already made by the exposition authorities. Even if no external situation compels the limiting of the field, reasons of economy, whether of time, money, or effort, may make it wiser to undertake only one part of the vast subject of child welfare and cover that part with greater detail.

Care in naming is desirable if the exhibit is to reach its proper audience. The tendency to use the title "child-welfare exhibit" for small exhibits which deal with the care of babies, home play, child-

helping agencies, or any one partial aspect of the whole question of the child's welfare leads to many misconceptions. It is far better to give these exhibits more specific names, such as infant-welfare exhibit, baby-saving show, child-helping exhibit, children's health conference and exhibit. An exhibit which covers a large variety of subjects of special interest to parents, such as infant care, food, play, interests, and ideals, but which does not include any reference to community problems, may perhaps be designated by the general name of "child-welfare exhibit," although even in this case "the child in the home" would seem a better name. If the name of a city or State is used as a prefix, as "Kansas City Child-Welfare Exhibit," the public has a right to expect a well-rounded presentation of the whole question of the welfare of the community's children, including health, education, recreation, and the many problems that arise in dealing with the defective, dependent, and delinquent child. Further description of many different types of exhibits suited to varying needs will be given later; here it will be sufficient to note the special situations which call for special kinds of exhibits.

If the main purpose is to arouse parents to a knowledge of the physical needs of their own children and the way to care for those needs, a children's health conference combined with a small exhibit on the care of the baby and the preparation of food is perhaps the most direct method of accomplishing this end. A conference requires for its fullest success the cooperation of the county medical society, the local women's organizations, and the local authorities on domestic science. If, on the other hand, the attention of parents should be directed toward the mental and social needs of the growing child, a junior exhibition or exhibit of children's interests is perhaps the most desirable type of exhibit. A playground or school or any organization which has direct access to a large number of children may manage such an exhibit, but for a many-sided display it is well to include other organizations dealing with the interests and ideals of children, such as the library, the Young Men's Christian Association, the Young Women's Christian Association, the Camp Fire Girls, the Boy Scouts, and any boys' and girls' clubs that may exist. A combination of a children's health conference and a junior exhibition might make a fairly comprehensive exhibit on "the child in the home," the purpose of which would be to stir parents to a knowledge of what they might do to encourage the well-rounded development of their children.

If, however, it is desired not only to help individual parents, but to secure needed legislation or community action for the welfare of children, then the exhibit must be more extended in scope. It may be a baby-saving show, emphasizing the need of birth registration, proper inspection of milk, a child-hygiene division in the board of health, or similar needs, and using the children's health conference

as one feature among many others. Or it may be a child-welfare exhibit, modeled on the lines of the large general exhibits held under that name and containing divisions on health, schools, recreation, moral and religious training, philanthropy, law, industrial conditions, etc., and showing the work of many organizations as well as many needs, such as a new child-labor law, more playgrounds, children's work in the library, or medical inspection in the schools.

An exhibit on a specific subject, intended to be of use to parents, can well be held by any woman's club, settlement, church, playground, school, or similar organization. On the other hand, a community child-welfare exhibit, designed to move the community to action, should include on its governing committee representatives of all agencies dealing with children—the schools, the playgrounds, the board of health, the various philanthropies, as well as members representing, perhaps unofficially, any large religious or industrial groupings whose cooperation is needed for permanent results.

USE OF TRAVELING EXHIBITS.

One of the first suggestions made when a child-welfare exhibit is planned is to save expense by collecting as many exhibits as possible from National and State sources. To meet this demand many State universities and State health departments have prepared traveling exhibits, usually available for the cost of transportation. Many national educational and philanthropic organizations have traveling exhibits, which they loan for a nominal rental.

The list of State departments—State health departments, extension departments of State universities and of State agricultural colleges—owning exhibits on January 1, 1915, will be found in Appendix 1. Progress in this field is so rapid that no local committee need hesitate to inquire of State departments which do not appear in this list.

The extent to which it is wise to make use of borrowed exhibits is a question to be considered seriously by the local executive committee. The advantages are plain. They save a heavy expense of photographs, cartoons, and lettering, and they are probably designed with more care and with access to a wider range of facts than can be secured by a local committee in the rush preceding an exhibit. But the disadvantages are equally plain. They rarely apply with great force to peculiarly local needs; they fail to arouse local effort and enthusiasm.

An exhibit designed primarily for parents may venture to borrow all its wall charts on infant care from some authoritative source. Local interest will be sufficiently excited by the examination of local children and the collection locally of the baby's clothing, bathing

and sleeping arrangements, and local exhibits on food and home play.

But in a larger child-welfare exhibit, which aims to secure community action, it is a serious mistake to send out hastily for collections of borrowed exhibits, however good these may be. The local exhibit should first be carefully planned under appropriate subjects and borrowed material used sparingly and only when it will give force and wider background to important local facts. The work of local committees, even when crude, is of such educational value that it is often worth more to the community than the technically better work of outsiders. This is not merely because it contains local facts and catchwords and describes local needs, but because the process of collecting those facts, analyzing them, stating them graphically, and coming to conclusions concerning them, may mean more for the community's future, when done by a local committee, than the portrayal of the facts in the most effective exhibit form. A committee on health, for instance, or on recreation, or on child labor comprises many factions with many views; its members possess many isolated bits of knowledge. Under the pressure of a coming exhibit factional discussion must be brought to some conclusion; the bits of knowledge, more or less vague before, must be welded into a community program, clear and definite, which the committee is willing to present to the public. If this is carefully done, then through this committee work, before a single wall exhibit is lifted or a single model in place, the child-welfare exhibit may have more than justified itself.

INFANT-WELFARE EXHIBIT.

Perhaps the simplest and most easily planned type of exhibit is the small infant-welfare exhibit held in connection with State and county fairs, baby contests, or children's health conferences. Such an exhibit may be designed merely to give information to the mothers of a community or it may have the more definite object of arousing interest in a proposed infant-welfare station or child-welfare center. It may be held by an infant-welfare committee of a woman's club, by a settlement, a visiting-nurse association, or similar organization, and may be planned to influence a small town, a country district, a city neighborhood, or an entire city.

The organization of an exhibit intended to include all the activities of a large city will be considered later under the head of community child-welfare exhibits. For smaller exhibits, held by an infant-welfare committee or association, little formal organization is necessary. Each main subdivision of the exhibit should be placed in charge of an individual or a small committee; these are named and described later. Questions of place, publicity, lectures, and bor-

This conference is not a clinic, in that no sick children are admitted and no treatment or prescriptions given. Where there is need for treatment the case is referred to the family physician or to a clinic, or the type of specialist to be consulted is indicated on the record. The weight and height of each child is compared with the average for its age. (See Appendix 3.) Nor is it a "contest," since children are not graded or scored on a percentage basis—a method which would require the presence of several specialists—and consequently no comparing of children is possible. The kind of children that come, the needs which are found, and the type of advice given are indicated in the set of typical records found in Appendix 2.

The particular method of this conference was foreshadowed in the many local child-welfare exhibits in which local infant-welfare organizations offered a free physical examination for all babies as a part of their exhibit. It was not, however, a consciously distinct plan of baby-saving work until the National Conservation Exposition in Knoxville, Tenn., September–October, 1913, where a children's building was managed by a committee composed of representatives of the Children's Bureau, the Russell Sage Foundation, the National Child-Welfare Exhibit Association, the National Child-Labor Committee, and other National, State, and local organizations. As a contribution to the joint exhibit the Russell Sage Foundation gave the services of Miss Ellen C. Babbitt, who planned and organized the Children's Health Conference, which was later conducted by Dr. Frances Sage Bradley. It was in continuous operation for two months, and drew children not only from Knoxville but from remote country and mountain districts. It was immediately followed by similar conferences in Peoria, Atlanta, Toledo, and Dublin (Ireland), all held in connection with local child-welfare exhibits. The Dublin conference attracted wide attention and gave promise of spreading the movement to other countries in Europe had it not been for the outbreak of the war.

METHOD OF ORGANIZATION.

In some of the cities children were examined by a single out-of-town physician, paid for the entire time; in others by members of a committee of the local medical society. Both of these methods have their strong and weak points. The examination by local physicians can be conducted for less expense and helps to arouse the interest of the local medical society in infant welfare. It is not, however, adapted to conferences lasting more than a short time, and it raises several problems. Many good children's specialists have had little experience in giving simple advice helpful to mothers. The local medical society is without doubt the organization which

should take part in calling the conference and in directing its policy, deciding after careful consideration whether the examinations shall be made by its own members or shall be under the charge of a physician from another city.

The conference held in Jacksonville, November-December, 1914, in connection with the annual meeting of the American Public Health Association, deserves detailed description, since it combines some of the good points of both methods. It was organized at the request of the city board of health and the county medical society, but carried on under a physician with previous experience in conference work but with no local connections, who came three weeks before the opening to organize the work. Local physicians and dentists gave valuable assistance, as the work was too great to be handled by one person. Three school nurses were put at the disposal of the conference for the entire time.

A conference of this type requires the organization of four committees:

1. A committee of the medical society, which secures the equipment and governs the policy of the conference, decides on the place, hours, age limit, and form of record.

2. A committee of the dental society, which secures the equipment and takes charge of the examination of children's teeth.

3. A publicity committee, on which are represented the press, the business men's organizations, and the women's clubs. It is especially important that information about the conference be widely spread among mothers. This can sometimes be done partly through the schools.

4. A committee on exhibits. If the conference is part of a larger exhibit with its own committees, special committees in the conference on publicity and exhibits would be unnecessary.

In Jacksonville the exhibits connected with the conference were prepared under a committee composed of the State chairman of public health of the Federation of Women's Clubs, the president of the Jacksonville Women's Club, and the president of the Parent Teachers' Association. This committee designated the different women's organizations, which, under the direction of the physicians in charge, prepared exhibits on baby feeding, clothing, toys, and sleeping and bathing arrangements.

With enthusiastic local cooperation most of the equipment of the conference can be borrowed or made by various women's organizations. The hall can usually be obtained free and should allow ample space for the examination of several children and a place from which the public can see what is going on, preferably through a glass wall, without coming near enough to interfere. This is of special value, as one of the main objects of the conference is to educate the public

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in the value of a periodic examination made by a physician, not only after the child has entered school, but also before school age. In many communities the importance of medical inspection for school children has long been recognized; but while a few infant-welfare stations now include the oversight of children between 2 and 6 years, this period is neglected in most communities. The children's health conference shows the importance of an examination for children of all ages, in order that bad tendencies may be discovered and corrected before they become serious defects. In the Jacksonville conference the salary of the organizer and the printing of the records formed almost the only expense.

EQUIPMENT NEEDED.

The equipment needed for the examination of the children is as follows:

- Desk for examining physician.
- Table for examinations.
- Table for scales.
- Scale for infants.
- Scale and measuring rod for older children.
- Tape measures.
- Pad for examining table.
- Stork sheeting for examining table.
- Supply of sheets for both tables.
- Lavatory or substitute.
- Paper towels, soap, bichloride tablets, etc.
- Electric flasher.
- Tongue depressors.
- Stethoscope.
- Calipers.
- Toys (to amuse frightened children).
- Records.
- Summary sheet for physician's own record.
- Helpful literature for distribution.

BABY WEEK.

Following the lead of New York City and Chicago, various cities during the last year have been setting aside one week, usually in the late spring or early summer, for a special celebration in honor of the baby, during which every phase of infant-welfare work is thoroughly advertised. There is no reason why smaller towns and country districts should not also have a "baby week," using any of the many features adopted in the larger cities. Among the special features which have been used on these occasions are the following:

Special stories in all the newspapers before and during baby week.

Illuminated signs, billboard posters, window cards, streamers, and other forms of poster advertising.

Lantern slides exhibited between films in all the motion-picture houses. Educational literature distributed by school children.

Leaflets on proper clothing distributed by department stores in all packages containing infant wear; leaflets on the care of baby's bottle inserted in drug-store packages; tags on pure milk wired to milk bottles by the milk dealers.

Special advertising of baby goods by many large firms.

Lectures in a central hall and in various districts.

Flag-distribution day (first introduced in the Pittsburgh baby week). A special pennant is taken to each home in which there is a baby under a year old and fastened in the window. At the same time each mother is given an envelope of literature on the care of the baby.

House-to-house canvass for funds for the infant-welfare activities of the city. This was done in the Chicago baby week. The city was districted and assigned to various women's organizations. Contributions, even of 5 cents, were welcomed, as the main object was to interest the entire city in supporting the work for babies. A daily luncheon was held to report progress.

A baby week may well include an infant-welfare exhibit and children's health conference held in some central place, or a children's health conference may be advertised by many of the publicity methods of baby week. The difference between these two plans is merely one of naming and emphasis.

PERMANENT CENTERS—STATE CIRCUITS.

In several communities infant-welfare exhibit, or health conferences, have led to the establishment of permanent centers. In Oregon a baby health contest and exhibit, held at the State fair, led to a permanent parents' educational bureau. In Iowa it is hoped that the baby health contests and conferences, for the organization of which the State university sends a physician, will lead to a series of child-welfare centers, with regular examinations of children. In New York the exhibit of the State department of health is sent out in accordance with a definite policy, and has led in many cases to local infant-welfare stations. The work of the infant-welfare station, supplemented by instructive work by nurses in the home, has proved the most successful means for the care of those babies whose parents can not afford such regular care from a private physician. The baby is brought weekly to the station to be weighed; the mother is encour-

aged in every way to nurse the baby; when this is impossible the feeding is prescribed by the physician, and the mother is taught in her own home by the nurse how to prepare the feedings. Many communities, especially small towns and rural communities, have not as yet, however, been able to support such stations, and some substitute such as one of the other forms of permanent stations must be used.

The Parents' Educational Bureau, in Portland, Oreg., is operated by the State Congress of Mothers in three rooms in the courthouse placed at their disposal by the county commissioners. Although its origin was a baby contest, the bureau has dropped not only all prize giving but even the name of contest, finding that it detracted from the effectiveness of the work. The bureau is not an infant-welfare station, as each baby is not brought back every week. It lays emphasis on the value of a complete physical and mental examination, at least once, and preferably at intervals for every baby in the community.

Usually applications are made several weeks ahead, as only 15 to 20 children can be cared for in the one session a week, which lasts from 1 till 2.30 p. m. Six doctors, a dentist, and five general workers come for this period—all as volunteers. The children range in age from 6 months to 6 years, but in communities where there is no efficient system of medical inspection to care for school children, the age might profitably be extended. The mental examination is made first, then the general physical examination, and, finally, the examination of the nose and teeth. Four doctors are engaged in the physical examinations, in order to keep pace with the time taken by the special tests. In two years 2,270 children have been examined.

The Parents' Educational Bureau also maintains a series of lectures on infant care, a supply of free literature collected from various sources, and an exhibit of an inexpensive layette, with free patterns for young mothers. A 25-cent registration fee for each baby covers all incidental charges except the salary of a clerical worker, who answers the telephone, makes appointments, and attends to other details.

Obviously, in many rural counties, the continuous time even of one worker can not at once be secured. For such counties the temporary infant-welfare exhibit and children's health conference might well leave behind "child-welfare centers" of the type planned in Iowa. These are permanent deposit stations of such literature and exhibits as may be available, at which it is planned to hold health contests or conferences from time to time. A physician to organize and direct such conferences is sent by the extension division of the State university.

A series of county child-welfare centers might well be placed on a regular circuit, supplied from a central source with a traveling medical director, assisted by the county medical society, to conduct children's health conferences at definitely fixed dates and accompanied perhaps by a nurse to give demonstrations on the care and feeding of infants. This, in many States, would seem a step not only natural but not too difficult to take and would establish a circuit for lectures and traveling exhibits and a strong working basis for later developments.

EXHIBIT ON CHILDREN'S INTERESTS.

A playground, settlement, school, Sunday school, or any organization with access to a large number of children can hold an exhibit on children's interests at small expense. Where it is desired to reach all the parents of a large community the school system usually offers the means of accomplishing this end with little trouble.

The object of an exhibit of this type, whether known as junior exhibition, child-life exhibition, back-to-the-home exhibit, or exhibit of children's interests, is to show parents the wide extent of the interests of children and the need of supplying adequate material and tools for their expression, and thus to lay a foundation for the enrichment of home life in its contributions to the development of the growing child in body, mind, character, and social relations. Supplementary exhibits from playgrounds, libraries, Camp Fire Girls, and similar organizations make a useful addition and draw the attention of parents to the use that can be made of community resources.

METHOD OF ORGANIZATION.

The organization of an exhibit of this kind may be illustrated by the junior exposition held as part of the Seattle Child-Welfare Exhibit, and accomplished with a minimum of cost.

The first step was the calling of a committee of 20, at a meeting of which the classification of exhibits was settled and a committee of three placed in charge of each department. The departments in the Seattle exhibition were as follows (see Appendix 4 for complete blank):

Gardening.

Woodwork.

Toys.

Electrical and mechanical apparatus.

Printing.

Arts and crafts.

Domestic science.

Domestic art.

Millinery.

Pets.

The departments were further divided into age groups—those under 13 in one group and those between 13 and 16 in another. In an exhibit for parents of young children a special division might be made for children under school age.

Twenty-five thousand printed announcements of the exhibition were sent through the schools, reaching every home. The back of this announcement contained an entry form, which was to be returned by a given date. These forms were assigned as received to the committees responsible for the different departments, which then made requests for space on the basis of the applications received. The hall was then diagrammed and tables were secured and assigned to various committees. Since the space even of an armory proved insufficient to accommodate all demands, large numbers of duplicate exhibits were rejected, the choice being determined partly by order of application and partly by the desire to represent all sections of the city.

At the opening of the exhibition the children came to the hall with their exhibits and were sent to the proper department, where they met the committee in charge. The committee received each exhibit and attached to it an identifying tag, made by taking an ordinary manila tag, writing the child's name on it, and then tearing it in half. The child kept half as his check on the exhibit, and when he returned to claim his article he proved his ownership by fitting the two pieces together. (For a slightly additional cost a somewhat more convenient set of numbered tags could be secured.) Big boys from the schools acted as guards, but many of the children wished to stay through most of the day with their exhibits in order to explain them.

Tables, ropes, ribbons, manila tags, and the preliminary printed announcement containing the entry form were the only items of expense. Prizes have been found to be not only unnecessary in stimulating the willingness of the children to participate, but productive of embarrassment and disturbance. The Seattle committee even decided at the close of their exhibit that a merit badge for all participants would have been better than the blue and red ribbons with their suggestion of competition. The children should feel not that they are competing with each other, but that they are all uniting in a common display of the "work of the boys and girls of the community, showing something of their skill, perseverance, and ingenuity, and how they use their leisure time."

HOME-PLAY EXHIBIT.

An exhibit on home play, showing equipment for a back yard and for indoor play, is a valuable addition to a display of children's interests. A possible list of such equipment is given below; some of it can be made by parents, some by a manual training class in the high school (see illustration No. 2), and some can be borrowed from local Play room.

PLAY IN THE HOUSE—GOOD EQUIPMENT

Play room.
Cupboard for playthings.
Pencils.
Colored crayons.
Water-color paints.
Cardboard.
Colored paints.
Scissors.
String.
Rags.
Paste.
Molding wax or clay.
Dolls.
Shelves.
Pebbles.
Blackboard.
Pennants, flags.
A few well-chosen mechanical toys.

PLAY IN THE YARD—GOOD EQUIPMENT.

Sand box (preferably raised on legs, with benches around, to avoid dampness and dirt).
Low swing.
Playhouse.
Indian costume.
Express wagon.
Wheelbarrow.
Ladders to climb (2 ladders, 8 feet high, connected at top with 10-foot horizontal ladder).
Slide, 6 feet high, 8 feet long.
Balance beam, 10 feet long, 6 or 8 inches above ground. (See illustration No. 3.)
Garden patch.
Set of garden tools.

SUPPLEMENTARY EXHIBITS.

An exhibit of children's interests is capable of indefinite expansion, limited only by time and space, and to a less degree, by money. An organization of Boy Scouts or Camp Fire Girls would have a wealth of material to show on the interests and ideals of older boys and girls. Kindergarten material might be displayed from the standpoint of its use, not in school rooms but in the home. Where the material is expensive, ways should be shown in which the mother can follow the same idea in homemade materials. Mothers who have previously been teachers or kindergartners should be able to prepare exhibits of this type.

The local public library would probably be glad to prepare an exhibit of a child's library, showing books for different ages. A separate exhibit might also be made of educational pursuits which can be introduced to the child as hobbies. Books on insect life, simple electrical equipment, a good microscope, indicate the kind of articles to be included here. The dramatic instinct in children could be shown by a program of chosen performances made up by children. This should, however, be omitted unless groups of children are already giving such performances to their friends.

STATE-WIDE EXHIBIT.

It is quite possible to make an exhibit of children's interests on a State-wide scale through any State organization which has county or district branches. This would involve county displays at county fairs, culminating in a State exhibit, in which each county is assigned definite table space and wall space which it is asked to fill with an exhibit selected for its suggestive value to parents. Elements in determining this value would be the variety of interests shown, their use in the child's development, their applicability to children of varying ages and tastes, and the ease and economy with which the materials can be secured. Local exhibits which can not be shipped, such as playhouses, can be illustrated by photographs; but these should never form a large part of any exhibit. The first exhibit of this kind is planned for Portland, Oreg., in October, 1915, under the State Congress of Mothers.

RECREATION SURVEY.

In communities where the time, money, and workers for a recreation survey are obtainable the results can be displayed to great advantage as the central feature of an exhibit of children's interests.

In case a complete survey seems impossible or inadvisable, some of the investigations commonly used in such surveys can be carried

on by local committees of volunteers and will furnish interesting exhibit material. Among these are:

(a) A study of typical districts on a bright afternoon or Saturday to see what the children are doing, whether they are—

1. Playing in the yard.
2. Playing in the streets.
3. Loafing on the streets.
4. Playing in vacant lots.
5. Playing in playgrounds.
6. Going somewhere.

(b) A study of school children's compositions written on Monday in the sixth, seventh, and eighth grades on "What I did on Saturday and Sunday." The children should be asked to try to put down as many things as they can remember rather than an elaborate account of one event. These activities can be grouped as (1) outdoor play, (2) outdoor loafing, (3) indoor exercise, (4) indoor quiet play, calling, etc., (5) reading, (6) motion pictures, (7) housework, (8) miscellaneous. The number of children doing any of these and the number of times each activity is mentioned form separate studies. Comparisons of boys and girls are interesting. Comparisons of different sections of town often will show the influence of a playground, settlement, or large gymnasium in an interesting way.

(c) Children's compositions on "The kind of motion pictures I like best," or other suitable subject, properly classified and charted.

(d) Children's designs for an ideal yard and garden, preferably conducted through the art department of the schools. In the Toledo Child-Welfare Exhibit a group of selected children made models in sand, gravel, paper, felt, and other materials which they themselves chose to embody their ideas.

(e) A directory of organizations which deal with the interests and ideals of children, the amount of space allowed to each being determined by a committee composed of representatives of all the organizations. Any community work—playgrounds or social centers—should be especially featured.

COMMUNITY CHILD-WELFARE EXHIBITS.¹

The exhibits so far discussed have been chiefly concerned with a direct appeal to parents regarding the health and proper care or the interests and ideals of their children. They have been exhibits such as could be prepared without great expense and without outside direction in any community in which a group of interested people

¹ See bulletins published by the National Child-Welfare Exhibit Association, 30 East Forty-second Street, New York City, the Russell Sage Foundation, 130 East Twenty-second Street, New York City, and the Educational Exhibition Co., Providence, R. I., for detailed description of large exhibitions and consideration of problems raised by them.

willing to give time and work can be assembled. The preceding discussion has shown, however, that the tendency in all such exhibits is to expand to include community problems in health, recreation, and other aspects of child welfare. Unless the problems involved in such expansion and the committee organization necessary to meet them are deliberately faced, the exhibit is in danger of becoming a miscellaneous combination without proportion, touching upon some problems extensively and perhaps one-sidedly and ignoring others that are equally important for the welfare of the child.

While any organization with sufficient medical knowledge may hold an exhibit on the care of babies, and any organization with access to enough children may hold an exhibit on children's interests, a community child-welfare exhibit can not be effectively held without the cooperation of all forces in the community which deal with the welfare of the child. No community is ready for such an exhibit until there is a united conviction among the leading social workers, including those interested in health, education, and recreation as well as in philanthropy, that they have certain definite facts in their possession with which the public should be made acquainted. This does not necessarily imply a complete community survey, but does imply a knowledge of definite conditions, of laws affecting them, and of desired improvements. Without the consciousness of a message based on such knowledge and the cooperation of an effective group in the expression of it an exhibit dealing with community needs is a waste of time.

COMMITTEE ORGANIZATION.

The general committee responsible for such an exhibit should contain representatives of all prominent movements on behalf of the welfare of children and of all large religious and industrial groupings of the community which need to be considered in securing the results advocated by the exhibit. This committee will probably be too large for active work and should choose from its number a smaller subcommittee to handle administrative details.

If the exhibit is a large one, this smaller executive committee will wish to place many details, such as finance, publicity, program, in the hands of special committees. The following is a possible list of such committees, although in a very large city exhibit even these committees may find it necessary to divide their work among subcommittees, as the detail may prove too great to be covered by the groups outlined.

Finance, or ways and means.—This committee is charged with securing gifts of materials as well as of money.

Publicity (see types of publicity mentioned above under the head of "Baby week").—This committee also may have charge of all publi-

cations, such as the handbook of the exhibit and the various leaflets for distribution in the sections, or, if it seems advisable, a literature committee may be created to supervise all educational publications. Even if no funds are allowed for special literature, such a committee often can secure a well-balanced supply by offering suggestions to boards of health and other organizations which have a fund for printing. All exhibitors should submit to this committee copies of any leaflets they wish to distribute, and the approved copies should be kept at the information desk as a check against unauthorized literature. Appeals by exhibitors for money or members usually are not permitted, unless forming an unimportant part of educational pamphlets already printed.

Installation.—This committee is charged with the planning of the floor space, the decorations, the color scheme, and the general appearance of the exhibits. Its work will be outlined later in some detail under those heads. A public-spirited architect makes a good chairman for this committee. Secretaries of the carpenters' and the painters' unions have been found to be useful members, especially in strongly unionized cities, where they have often saved much time and many complications in getting the bids for construction work and materials. Persons who are in a position to secure volunteer service from artists, cartoonists, or decorators are also useful on this committee. One or two advertising men or headline writers may also be of use for consultation by exhibitors regarding effective wording, but so much work of this kind is needed that it will probably be necessary to have for this purpose a paid exhibit expert in the administrative office.

Hospitality and explainers.—This work may be done under one or two committees, as seems desirable. While each exhibitor or exhibiting committee should as far as possible furnish demonstrators or explainers, a supervising committee is needed to supply gaps in special exhibits, to furnish general guides around the exhibit, to manage the information desk, and to see that the public is welcomed and shown the objects of greatest interest. Explainers furnish the living element in an exhibit; they help to stop aimlessly wandering crowds, to focus attention on special points, and to correct mistaken impressions. In some exhibits the hospitality committee has taken charge of the check room, the water supply, the women's rest room, and has greatly assisted in the promotion of cooperation and friendliness by occasional social functions, before and immediately after the exhibit. An informal dinner held a few days before the exhibit opens, to which all committee members, explainers, donors, and people vitally interested are invited to hear five-minute presentations of the work of the committees, is a simple matter to arrange and is usually the scene of real interest and enthusiasm. An informal gath-

ering, held for three-quarters of an hour on closing night, at 10 o'clock, in the main court of the exhibit, with light refreshments and impromptu anecdotes about the week's happenings, proves a pleasant way of relieving the strain of the week's work and welding together the working groups which have been formed by the exhibit.

Program.—The work of this committee will be treated later in more detail. It includes the direct control of all lectures, motion pictures, and general entertainments, with sufficient oversight of all living demonstrations to prevent interfering programs. Its membership should usually include all persons who are directly responsible for any large special performance, such as the supervisors of music and gymnastics in the schools, the playground director, the head of the Boy Scouts, etc.

Exhibiting committees.—In addition to the committees above mentioned, charged with the control of certain aspects of the exhibit, it will be found advisable, in order to avoid duplication, contradictory statements, and lack of proportion, to group the exhibiting organizations and individuals into committees on a few main subjects, each allotted a share of floor space and charged with working out a comprehensive, well-balanced exhibit in its particular field. An exhibit of subjects is much more effective in securing popular support for community measures than an exhibit of organizations; yet when various organizations pay for exhibits their wishes must be considered. A grouping of the type suggested should be the first step in an effort to persuade contributing organizations to subordinate self-advertising to the display of community problems and resources. A simple grouping might comprise committees on these subjects:

Health.

Recreation.

Education.

Social service.

Approximately one-quarter of the floor space should be given to each subject and on each committee should be placed representatives of all the organizations entitled to be considered in planning a community program on that subject.

For a large city a more detailed grouping would be necessary, arranged in accordance with the needs of the community and the plans for the exhibit. The following lists of committees, from the Toledo and Rochester exhibits, need not be followed in detail, but will suggest subjects which should be included:

ROCHESTER EXHIBITING COMMITTEES.

Health.

Homes, including food, clothing, standard of living.

Schools, public and parochial.

Library.
 Settlements and clubs.
 Recreation.
 The child in industry.
 Churches and Sunday schools.
 Law and the child.
 Philanthropy.

TOLEDO EXHIBIT COMMITTEES.

Health:

Care of babies.
 The child's food.
 Child hygiene.
 Children's health conference.
 Toledo health survey.

Schools:

Public.
 Parochial.

Interests and ideals:

Home occupations.
 Home surroundings.
 Boys' and girls' interests.
 Sunday schools.
 Toledo recreation survey.

The working child.

The dependent and delinquent child.

When an exhibit reaches this proportion, however, an executive office with an experienced director in charge becomes no longer an advisability but a necessity, and further details of organization must be worked out in accordance with local conditions.

FLOOR PLANS.

In any exhibit, except a very small one, the problem of the proper arrangement of space is an important one and becomes increasingly complex as the exhibit grows larger. Arrangements for women's rest rooms, baby rest rooms, toilets, dressing rooms for performers in living demonstrations, lecture rooms for stereopticon and motion pictures, administration office, and storage place for apparatus must all be considered in planning the exhibit, even if some of these conveniences are finally decided unnecessary. Aside from these arrangements a careful planning of the exhibit space itself will greatly add to the effectiveness of the whole exhibition and of every division in it. Several points should be considered in a good floor plan.

1. The observer should be able on entering to gain a fairly clear idea of the extent of the whole exhibition and its main divisions.

This is usually accomplished by devoting the center of the hall either to a central court (see Frontispiece) surrounded by columns and railings and reserved for large living demonstrations or to low exhibits, which will not obstruct the view of the entire hall from the entrance. Around this court runs a wide aisle (12 to 20 feet), and beyond, next to the walls, come the various exhibit sections, with a large sign above each, visible from the entrance and as far as possible from all points in the hall.

2. A "one-way exhibit," in which the spectator travels a path which passes all exhibits in a fixed order, is undoubtedly desirable when it can be attained. An exhibit filled with crossing aisles with booths on each side is confusing, but it is not necessary to go to the other extreme and compel observers to travel a definite and intricate path guarded by ropes. A clear exhibit arrangement, such as that described above, with a rope at the entrance to start the crowd in the right direction, will answer the purpose. If an exhibit is held in several connecting rooms, instead of in one main hall, every effort should be made, by signs and arrows, to make the subject matter and the distribution of the entire exhibition clear to the entering visitor.

3. Long walls covered with wall exhibits and facing each other at a distance of less than 16 feet are very ineffective. Consequently it is unwise to divide the exhibit into a large number of narrow booths, each occupied by an organization. It is better to divide it into large sections, under the committee groupings suggested above, and to plan each section with reference to variety of exhibits, including some wall exhibits, some models, and perhaps some living demonstrations. Shallow booths within the section may be needed for living demonstrations or collections of models and materials.

UNIT CONSTRUCTION.

For rapid and efficient work and harmonious appearance a fixed unit of wall space is essential, and variations from it should only be allowed for good cause by the installation committee. The exact size of this unit will depend upon local materials available for wall construction; 3 by 6 feet or 3 by 5 feet is a good size and makes a substantial looking wall, on which all the available space within the range of easy vision is utilized. Many traveling exhibits use much smaller units, such as 22 by 28 inch cardboard. These are convenient for transportation, but are ineffective for large exhibits, as they break the wall surface into too many divisions and interfere with continuity of idea.

Construction of traveling exhibits.—In many large exhibits wall charts are planned with the expectation that they may be used afterwards for traveling purposes. It is therefore worth while to consider in this connection the forms of exhibit construction that lend

themselves to inexpensive transportation, as well as those that are more solid and imposing. Many State departments or State organizations have been deterred from constructing traveling exhibits because of the supposed cost both of initial construction and of transportation. Large sums can no doubt be spent to advantage on State traveling exhibits, as in New York, where the State board of health maintains three complete traveling exhibits on infant welfare, each in charge of an exhibit manager, a nurse, and a mechanic, and each covering 70 linear feet of wall space and containing, in addition, the complete equipment of an infant-welfare station. But States, and even counties, have prepared exhibits which cost little to construct and which are easily transported. The State Board of Health of Maine uses photographs and inscriptions on 11 by 14 inch cards mounted on long strips of burlap. The county health officer of Clinton County, Ind., constructs very inexpensive exhibits on 14 by 22 inch cards, with the lettering stamped by a clerk in his office. In installing this exhibit, strips of burlap 3 by 6 feet in size are hung on the walls to cover irregularities of background, and the cards are fastened to this by small clamps with pin attachment. These exhibits are circulated through the rural schools, each school being supplied with a strip of burlap, on which the exhibit is changed from week to week.

For some purposes a better variation of this plan is to hang cards one above the other with a narrower card at the top for the title. (See illustration No. 14.) The measurements here selected for the larger cards (17 by 28 inches) make the entire panel about 58 inches high (thus covering all available wall space within easy reach of the eye), and give a fairly large unit for a single subject. The 5-inch boards will accommodate a 3-inch title; the 17-inch boards are well suited to one or two photographs each, with appropriate inscriptions. The measurements of larger cards should be determined with reference to parcel-post requirements.

This panel can be hung either on the stationary framed screens or wall units of more expensive exhibits, or on burlap walls, or even suspended from wires or ropes attached to poles. Cardboard of this size can easily be obtained in any tint. If extreme economy is desired, "chip board," a card of finish similar to manila paper, is even cheaper than white cardboard. It is, however, rather too absorbent for fine ink work.

Two sheets of corrugated strawboard, pasted together with the corrugations running in opposite directions, makes a somewhat more substantial background, but one which is light and inexpensive, and to which papers and photographs can be pasted without warping. Pieces of tape glued between the sheets are used to hang one background from another. To send this exhibit by parcel post, smaller

units are required, as the thickness of the strawboard materially increases the bulk of the package. The North Carolina State Board of Health uses a wall panel composed of three 12 by 18 inch boards of this type. Its total height, about 38 inches, is well adapted for use against school blackboards. This board also plans supplementary work in connection with the use of these exhibits, such as essays from the children on what they have learned, or on conditions in the school grounds which conform or do not conform to the sanitary conditions outlined in the exhibit.

Another cheap and durable form of traveling exhibit, used by the Iowa State University, can be made on holland cloth (window shades), held taut by light rollers at top and bottom. Each roller is split lengthwise into halves (the method used in mounting maps), and the cloth is fastened between them. The panel is hung from the wall by small rings, through which pass loops of tape the ends of which are secured between the split halves of the top roller.

The cloth furnishes a large surface for lettering, drawing, or painting, but can not be used satisfactorily for photographs, which are damaged by rolling. The photographs can be mounted separately on cardboard and numbered to correspond to spaces on the shade, to which they can be attached later by paper fasteners.

More permanent construction.—Undoubtedly the larger framed panels (size about 3 by 5 feet), made of Upson board, beaver board, or some of the many varieties of building board, surrounded by a wooden frame, are both more imposing and more durable. The exact type of wall board to be secured will depend upon local supply houses. In general, boards with a porous surface should be avoided, as they increase the cost of painting and pasting. When panels are to be shown for a long time in one place, and when they contain expensive photographs, cartoons, and lettering, the extra cost of the heavier background (about \$1 to \$1.50 per panel, including frame) is well worth incurring.

Many States and national organizations have found this type of exhibit background worth while, even for traveling exhibits, in spite of the much heavier cost of transportation. The State departments of health of New York and of Indiana have different styles in exhibits of this heavier variety, especially designed for compact packing, durability, and speed in installation and planned for setting up without attachments either to floor or wall.

The method used by the New York State traveling exhibit, in which the walls are formed by the panels set up on detachable legs, is well worth considering, even for large permanent exhibits occurring only once. It may be supplemented, perhaps, by a cheaper type of construction along the main walls of the building or in burlap booths

designed for models or living demonstrations. Some installation committees will find it cheaper and easier to construct a scaffolding with ledges on both sides about 30 inches from the ground. The panels rest on these ledges and are fastened by means of screw eyes in the upper frame of the panel attached to nails driven in the top beam of the scaffolding.

Whatever type of wall construction is used, two facts should be borne in mind: First, that ease in handling and arrangement demands that on many occasions the wall panels must be stacked upon each other, and that therefore hooks or other projections let into the back of the frames are objectionable; second, that immediately before and during the exhibit many rearrangements of panels will take place, due to discoveries regarding lighting, movements of crowds, or committee preferences, and that consequently the panels should be fastened to the scaffolding in such a way that they can be easily transferred from one position to another by unskilled laborers or committee members. The plan mentioned above, whereby the framed panels rest on a ledge and are fastened by nails driven through screw eyes inserted in the top of the frame, safeguards both these points, especially if the screw eyes are all placed in the same relative positions on the frames, so that nails once driven will be available for any panel. Unless the lower ledge is wide, it may need a raised piece on the outer edge.

COLOR SCHEME.

For the sake of harmony it is well for some central authority, probably the installation committee, with the approval of the executive committee, to fix a uniform color scheme and allow variations only for good cause. Soft grays have been more used than any other color. Soft, dull greens and blues are also good. Sometimes the lettering is done directly on this background—a method which produces a harmonious appearance, but in which it is difficult to make the slight changes demanded in most exhibits. Another plan is to do the lettering on cards or heavy paper, tacking or preferably pasting this to the background, in well-planned designs. (See illustrations 4 to 9, inclusive.) This method makes readjustments possible at the last moment before the pasting is done, and is frequently less expensive, as the lettering on cards is more easily handled. On the other hand, paper is injured by water and can not be cleaned as easily as oil paint. The exhibit of the Children's Bureau in the Panama-Pacific Exposition used a natural color (cream) Upson board, with a gray frame and with gray papers lettered in black and white.

CONTROL BY EXECUTIVE OFFICE.

The extent to which details can be controlled by the executive office will depend upon the paid force available. The central committee should at least prescribe the division of space, size of wall unit, general color scheme, and should arrange for the joint purchase of all construction materials. Large signs and signs above a certain height must be limited by the central committee, which should also send out advice regarding styles of lettering, photographs, etc. The effectiveness of the exhibit will be increased materially if all the lettering and mounting can be handled through the central office. This, however, necessitates the employment of an exhibit expert¹ to consult with the committees, make suggestions on arrangement and wording, cut down long, verbose statements, which are both ineffective and expensive, and handle all arrangements for lettering, enlarging of photographs, etc. In many large exhibits the expert has collected the material and planned the panels with little consultation of local committees. This plan usually means a clear-cut, attractive presentation of the subject matter, but sacrifices the local discussion and the working out of a statement satisfactory to all concerned, upon which the final results of an exhibit largely depend. A compromise between these two extremes demands tact and effort, but for the best results in any community both elements are needed—a careful working out, by the best forces in the community, of the exact program for which they wish public cooperation; and a clear, concise, attractive, and striking statement of that program in exhibit form under expert guidance.

SUGGESTIONS FOR EXHIBITORS.

The chief essential of a successful exhibit is variety. No matter how small the exhibit, the various ways in which facts may be presented are worth careful consideration. An exhibitor or exhibiting committee should first ask, "What, expressed in the simplest, clearest, briefest manner, is the exact message I wish to give the public?" When the answer to this question is clearly formulated the best method of presentation should be considered. How much can be shown by a living demonstration, such as a dental clinic or food preparation? What can be shown by electrical devices or models, either illustrative models, which are copies of existing objects, such as a baby's stomach, a good dairy, a school garden, or a children's

¹ On the basis of past exhibitions, at least one person should be employed in the executive office for eight weeks for every \$1,000 to \$1,500 to be expended from the central fund. Even smaller exhibits will benefit by a week's consultation with an expert. Child-welfare exhibits of sufficient size and importance to stir cities from 100,000 to 400,000 have been held at a cost of \$3,000 to \$8,000, including at least one paid expert and local office assistance. The contribution of much time and material and many exhibits is usually necessary in addition to this central fund.

institution, or diagrammatic and symbolic models used to present abstract facts in graphic form, such as pasteboard cubes to represent the different expenditures of the city departments, or the "one in seven" model, in which every seventh baby is replaced by a coffin, to show the death rate? What facts can be shown only by photographs, cartoons, charts, and statements? Each of these main types of exhibit method—wall exhibits, models, and living demonstrations—will be considered separately.

WALL EXHIBITS.

Under this head are comprised all flat exhibits, such as printed signs, charts, diagrams, and illustrations. This exhibit material is the least striking of all, and yet a small amount of it is always necessary. The best living demonstration or model needs explanatory signs, and many facts can be presented only by graphic charts or statements. Precisely because of the difficulties in making this type of material effective, special care is needed, and if possible the advice of an exhibit or advertising expert, to make the wall exhibits striking and varied.

The size of the wall unit has already been discussed. This unit should be treated by the exhibitor not as a background for a miscellaneous collection of photographs and aphorisms, but as a single illustrated statement on one subject. Wording and grouping of photographs should be carefully planned, so that the most important matters stand out most clearly and the rest of the material is properly related. Probably no part of exhibit technique is as difficult as this, but the time spent is well worth while if the exhibit is to give a true impression. Friends totally ignorant of the subject matter should be consulted in order to see what impression the exhibit will produce on the casual visitor.¹

Special care must be taken with statistical charts in order that they may be accurate, clear, interesting, and not misleading.² If maps are used, an outline map, on which a few things are filled in with color or strong shading, is much better than the usual city or State map, which is full of irrelevant detail. A common error on maps and diagrams is to use different colors to designate various degrees of the same condition, such as the infant death rate. Different shadings of the same color, or of black and white, are far less confusing wherever differences of degree but not of kind are to be shown. Colors may, however, be quite arbitrarily chosen to represent

¹ See *Twelve Good Screens and Why They Are Good*, National Child-Welfare Exhibit Association, 30 East Forty-second Street, New York City.

² This subject has been exhaustively treated in *Graphic Methods for Presenting Facts*, 372 pp. Willard C. Brinton, Engineering Magazine Co., New York City.

different kinds of things, as different trades, different causes of death, or different city departments.

Lettering.—Plain, upright letters, varying from three-fourths inch in height—or even smaller for footnotes, etc.—to 2 or 3 inches for special display, are the best. The sloping italics, favored by sign writers for reasons of speed, are especially hard to read; and, contrary to the general opinion, red letters, especially the cheap orange red used by many sign painters, which produces a glare of red and green shadows and obscures the lettering, are not effective. A color variation for important words or to lend variety, however, is desirable when used in moderation. Some gray backgrounds will take both white and black letters. Light backgrounds will take black and some other good color.

Pasted or stamped letters will prove less expensive than sign lettering if careful volunteers can be found to use them. Paper letters in different colors and sizes with gummed backs are obtainable. In using these the signs should be designed by a person with a sense of artistic balance and then pasted or stamped with great care. One designer can keep several pasters busy. If any of the workers are paid, the final cost will be little, if any, cheaper than sign lettering; but the method is useful for committees of volunteers or in towns where good sign lettering is hard to secure. Pasted letters are clearer and more effective than stamped letters, but they are more expensive and tend to peel off if used in traveling exhibits. Stamped letters will rub unless the very best grade of ink, made especially for stamping, is used. With both these forms of lettering variety in size and style of type should be introduced.

Photographs and illustrations.—One large photograph showing significant detail is worth several small ones chosen in an attempt to give an exhaustive presentation. Photographs 11 by 14 inches in size, or even larger, are desirable; smaller photographs are allowable where there is little detail. A flat finish is best, as it does not reflect light and will take paint if it is desired to color any of the photographs. Abstract ideas can frequently be presented by cartoons (see illustration No. 4), which are expensive to buy but may often be contributed.

Many attractive variations can be introduced in the use of illustrative material. The activities of a vacation school in Toledo, of which no photographs had been taken, were shown by children's paper cuttings made from memory and showing what they had done the previous summer. These were attractively mounted and used exactly as photographs would have been. In pedigree charts, used to show the results of a bad inheritance, figures cut from magazines and fashion books can be used in place of the uninteresting dots, each

figure being tinted to represent the idea conveyed and surrounded by a circle of appropriate color.

Devices which call forth the activity of the spectator are especially good. Thus a revolving wheel set in a wall panel and appropriately lettered may be used to illustrate an endless sequence, such as "Child Labor, Unskilled Labor, Low Wages, Poverty, Child Labor," or "Parenthood, Infancy, Childhood, Youth, Parenthood." The wheel may be partly hidden so that the spectator has to turn it to find out what comes next, while inscriptions above and below the wheel indicate in the first instance the viciousness of the circle and the need for breaking it at some point and in the second instance the fact that good health at any stage is a requisite for good health throughout the sequence. In the exhibit of the United States Public Health Service is a simple but clever device bearing the legend: "Turn this valve till the hand points to the name of your State; the man on the tower will then point to your State's typhoid death rate." Many community child-welfare exhibits have near the exit a placard with the question, "Who is to blame for the conditions here shown?" and the string which the spectator is directed to pull "to find out" discloses a mirror in which he views himself. Mouth hygiene exhibits sometimes use a small mirror set in a widely smiling mouth, with directions to "look at your teeth."

Silhouettes add variety to wall exhibits and were used with good effect in the New York City building in the Panama-Pacific Exposition. Diagrams and figures were painted on cardboard or thin three-ply wood, then cut out and placed in position on the wall panel. A very effective silhouette was used by the fire department to illustrate the different heights to which water is sent by varying pressures. The tall skyscraper, the fire engine, and three different jets of water were all cut from a three-ply wood surface and raised 3 inches from a background which showed the distant clouds. In the 3-inch space thus formed was inserted a thin, red electric-light bulb, which flashed and faded, sending a fiery glow over the clouds and around the edges of the building. Simpler silhouettes may be made of paper in different colors. A photograph can often be made more effective by cutting out all the background and letting the central figures stand in relief as in a silhouette.

Transparencies.—Transparencies may be used either separately or as part of a wall design into which they are fitted; but good transparencies are often spoiled by poor lighting. The most effective lighting in the Panama-Pacific Exposition was that of the United States Forest Service, which utilized the space in front of large windows, framing the transparencies in a continuous black screen which shut out all light for a height of 10 feet except that coming through the transparencies. Where natural lighting can not be ob-

tained the transparencies should be placed on a dimly lighted wall, as the strongest electric light will not compete with direct daylight. If this rule is followed excessively strong lights, which tend to make a glare in spots, will not be needed; a box with a white painted inner surface on which a light is indirectly thrown will be sufficient. Transparencies can be effectively used in unexpected places, set into a large tree stump or an imitation bale of cotton. A peculiarly beautiful effect can be obtained with landscapes by placing lights of different colors behind them, one flashing on as the other fades. The spectator spends some time deciding whether there is a real change of scene.

THREE-DIMENSION EXHIBITS.

Under this head come all exhibits which occupy floor space or table space, including collections of materials and objects, models of various kinds, and electrical devices. Most of the exhibits mentioned under the head of infant-welfare exhibits and exhibits on children's interests are collections of materials, such as baby clothes, foodstuffs, and toys made by children. These are effective exhibits, usually calling forth much local interest and cooperation, and most of the materials can be borrowed for short-time local exhibits. Other exhibits of this type are:

The homes of Mrs. Do Care and Mrs. Don't Care. This shows both a good and bad kitchen and bedroom. The material for the good rooms is borrowed from the stores or the homes of the committee; that for the bad rooms from the local relief societies or the attics of committee members.

A hospital room for a child showing all equipment. Used to present the need for more hospital accommodations.

Equipment for a dental clinic. This may or may not be used as the background for a living exhibit consisting of a free dental examination for children.

A child's library, perhaps shown as part of a small children's room in the public library, with an attendant who allows children to read the books.

Models.—Scale models, or models which are reproductions made to scale of existing or proposed structures, are very expensive and usually unnecessary in a child-welfare exhibit. Illustrative models in which exact dimensions are not followed, but an effort is made to make a graphic presentation of an idea, may often be constructed by manual training classes or kindergartens. The old Moravian "putz," which still survives in the Christmas celebrations of some families, is a model of this type and can be made by any clever boy. It will be useful for Sunday-school exhibits, and a detailed description of its primitive but effective construction may furnish sugges-

tions for other models. A large rough table (4 by 6 feet) set in a corner is used as the foundation on which, by the use of excelsior, covered with moss and fir branches, a representation of a hilly landscape is constructed. Footpaths and a distant desert, across which the wise men are seen coming, are made of sand and gravel. A lake is made with a large tin pan lined with stones and overhung with moss to conceal the edges. Figures are found by diligent search through toyshops and 5 and 10 cent stores. A cave-like stable is made of a packing box about a foot square, with a large entrance cut at one end, through which the figures in the stable are visible; the lines of the box are covered with moss and hidden by trees. Among the highest fir boughs is half concealed a star, cut from tissue paper and set in cardboard, covering an electric bulb which can be turned on from a near-by switch. A model of this type is necessarily frail and must be constructed in position, but it will last for a week's exhibit. Much more durable models have been made by school classes by the use of various materials, such as wood, cement, clay, plasticine, or pasteboard. A good flooring for a model which is to show an open yard is made of rough boards set several inches apart and covered with a fine-meshed wire netting, over which is poured thin cement. The wire provides an elastic foundation which keeps the cement from cracking. The cement may represent paths or grounds around whatever building is to be shown. Grass is made by dyed sawdust dropped on with glue or by roughened felt glued to the cement. The building on such a foundation may be made of thin wood or of cardboard with windows and doors painted in. Smaller models may be made of clay built up on a wooden board. Streams and rivers are then painted directly on the board.

Among the models which have been prepared for child-welfare exhibits by volunteer work are:

A good and a bad dairy. This model was made chiefly of wood and cement, with cows from a toyshop and milk pails manufactured out of old tin cans. (See illustration No. 10.) Obviously not all the features of a dairy could be reproduced, but the main idea of care and cleanliness versus dirt and carelessness was effectively carried out. Rotted fence boards were eagerly hunted by the boys for use in the bad barn, and the ingenuity displayed in collecting materials showed a vivid interest on the part of all the class.

Model showing the spread of typhoid, made by the Pasadena High School girls' class in sanitation. This was a landscape made of clay on a wooden floor, with streams painted blue, and tiny houses bought at a toy store. An inscription showed that the typhoid started at house A near a stream; that the discharges from the patient were thrown into the stream; and that in a little village shown farther down the stream half the houses had typhoid. These

were the houses that drew water from the stream. The remaining houses, situated between house A and the rest of the village, did not contain any cases of typhoid, although they were nearer the source of infection. They drew their water from an uninfected well (shown in the foreground) by a test tube which pierced the floor of the model and was seen against painted strata of sand below.

Model showing school playgrounds. This was a contrast model showing how the grounds around one school allowed plenty of space per child, while the grounds around another school were so small that all the children could not find standing room. The grounds were made of cement, sand, and sawdust, as described above, the buildings and railings of wood, while the children were represented by penny dolls. These dolls fixed the scale on which the entire model was constructed, so that their positions in the school yard gave an accurate picture of the open or crowded condition of the grounds.

Beans of different colors are often used to represent percentages. For instance, the number of deaths among every 100 babies during the first year has been shown by black beans mixed in a jar of white ones. This is in some ways a dangerous device, as an incomplete mixing may give a wrong impression which should always be guarded against by an explanatory sign giving the exact figures. In addition to this safeguard, it may prove better to arrange the beans in a very thin bottle, or in a shallow dish, where they can all be seen at once. In the Seattle child-welfare exhibit, beans of different colors in a large shallow box were effectively used to show the numbers of people of different nationalities in the city. A placard above the box gave the exact numbers, but could not have given as graphic a presentation of the mixed character of the city's population as was given by the bean table. A similar use may be made of other objects than beans to illustrate figures which would otherwise have to be shown by a wall chart. Thus, the amounts per capita spent by different cities for health, or recreation, or education, can be shown by little heaps of coin, inside a glass case; this seldom fails to arouse interest.

A clever combination of photograph and model, which attracted attention because of its unusualness, was shown in the New York City building at the Panama-Pacific Exposition. An upright board about 2 feet high ran along the rear of the table, and on it was mounted a large photograph showing the sky line of New York, beginning at the water's edge. On the surface of the table was pasted a photograph giving a much foreshortened view of a surface of water; this appeared to be continuous with the rear picture, and represented the Hudson River. A model of a municipal recreation pier, made of painted wood, was placed directly on the table.

The contrast between two styles of presentation, usually kept separate, that of the photographer and that of the model maker, made the exhibit effective and attracted notice. A similar combination of the method of the model and that of the chart can be made by placing a map flat on a table and using colored upright poles in place of the bar diagrams which would be used on a wall. In many cases the effect thus produced is truer to actual conditions, as when graduated poles, placed in a map of New York City, are used to illustrate heights of buildings in different sections of town. Varying death rates in different parts of town can also be studied better in a model of this kind than in a diagram, as the relative position of various areas can be discerned at a glance.

Moving models and electrical devices.—There are many moving models and electrical devices which, while expensive for the small-town exhibit, are well worth the consideration of any organization planning a traveling exhibit. One of these is the automatic stereopticon, of which there are several types, all operating in daylight.

Typical models are:

The Fly's Air Line, used by boards of health and showing a swarm of flies traveling from stable manure to an open privy and then to the family table.

Part-time Schools, a model owned by the Massachusetts State Department of Education, showing two sets of children changing places in a school and a factory as a band of light passes from week to week of a calendar.

The Path of Life, owned by the New York State Department of Health, showing a series of moving belts upon which dolls, representing people of different ages, move from birth to death according to the ratio shown by mortality tables.

The waste of preventable disease, shown by a model owned by the Public Health Service, in which a long ribbon covered with coins passes continuously out of the pocket of a tall Uncle Sam into the mouth of a crocodile appropriately labeled.

Models of this kind should be prepared by experienced model makers; those made by amateurs are usually unsatisfactory. There are, however, a few simple electrical devices, by the use of which local electricians, and in some cases local committee members, can add effectiveness to an exhibit. Frequently a theatrical electrician can be secured who is especially skilled in work of this type.

The skedoodle plug is an inexpensive attachment (about 50 cents, ordered through any electrical supply house) which can be attached to an electric-light socket and adjusted so that the light will go on and off at fairly regular intervals. The uses of this plug are many. It may be timed for a 10-second interval, and hidden behind a glass or tissue paper star bearing the inscription: "Every time this star

fades, somewhere in Europe or the United States a baby under 1 year dies; 1 every 10 seconds, 6 every minute, 360 every hour. Half of these deaths are preventable." The figures in the inscription are quite necessary to correct the occasional moments when the star will be out of order. A skedoodle plug may also be used instead of a stationary light behind a transparency. It may be used behind a combination of ground glass and paper arranged in such a way that part of an inscription will be visible at all times and part only when the light comes on. Questions and answers, maps across the face of which some comment is written concerning laws or conditions, are types of this use. Careful testing is necessary to secure materials which will be opaque to light and yet will not show through the ground glass when the light is off. White letters of heavy opaque paper pasted upon a background of translucent white paper may be used. A skedoodle plug may also be used inside an opaque "soothing-sirup" bottle, bearing on a thin, translucent label the inscription: "Dr. Killem's Soothing Sirup Quiets Babies." When the light inside the bottle comes on it makes visible the word "Poison!" cut from black opaque paper. To get the best results the first inscription should be painted in light transparent colors, so that it fades out completely.

Flashers are devices by which one circuit of electric lights can be exchanged for another. The larger type with a sequence of several circuits is operated by motor and is rather expensive, but a single alternation of lights can be made by simple flashers (about \$1 at an electrical supply house) operated by heat contact. Many uses can be made of a flasher of this kind in illuminating first one inscription, then another. The most effective use is perhaps the well-known "illusion" in which one picture or model is mysteriously replaced by another. This can be used to change a bad room into a good one, or to show a dirty beggar at a drinking fountain followed by a mother and child. In a library exhibit an illusion was used to illustrate the statement, "The child sees—right through the pages of the book—the world of which he reads." In this case the book page faded out and disclosed a scene or a globe. Illustration No. 15 shows the construction of an "illusion."

Simple motors with appropriate gears attached can be used to run revolving or oscillating signs and turntables bearing models. A moving panorama made for the exhibit of the Children's Bureau at the Panama-Pacific Exposition was entitled "Our Thirty Million Children," and consisted of a chart showing for successive ages the proportion of children dying, going to school, or at work. A narrow, continuous ribbon bearing a motto sometimes is made to run around the top of a booth. A motor may be made to operate a turntable, not

continuously but by definitely timed movements, so that an inscription or a picture appears for a given length of time and then passes quickly out of sight, to be succeeded by another. This is done by causing a wheel to revolve on which a projection strikes another projection on the revolving sign. The effect is particularly good if the turntable bearing the four or five sided frame containing signs or pictures is hidden in a case of which only one side is open, so that only one sign can be seen at a time. In all experimenting with motors the very best electrical skill is needed; it is not cheap work, except for organizations which have an electrician at their command.

Two or three other specific uses of electrical devices may be mentioned.

"A Day in Baby's Life" may be illustrated by a large clock (first used at the Pittsburgh Baby Week) around which the hands travel rapidly. As they pass different hours they form contacts which illuminate different inscriptions or pictures illustrating the activities of the baby at prescribed hours, such as nursing at regular intervals, being dressed and bathed, and sleeping.

"What to Do" is the title of a large electric wall chart used in the philanthropy section of several child-welfare exhibits. The spectator is instructed to "press the button to find out" where to go "if you want to adopt a baby," "if you know a case of cruelty to children," "if a poor family applies to you for aid," etc. Opposite each question is a push button which is connected with an electric light behind a transparency, on which is inscribed the name of the organization to be consulted.

Magic mirrors, often used for commercial advertising, can be adapted for use in educational exhibits. A clear-cut picture, design, or inscription, made on translucent or transparent material such as paper, celluloid, or ground glass, is placed directly behind a "double mirror" made of two pieces of glass with thin "silvering" between them. The mirror, with the inscription behind it, is then fastened into the front of a shallow box containing lights. When the light is off the darkness of the box, reenforcing the thin silvering, makes a good mirror; as soon as the light is turned on, the hidden inscription or design appears upon the mirror's face. This device can be used with a skedoodle plug if only a single design is to be shown. More complicated mirrors show different signs, one after the other, on different portions of their face and involve the use of a flasher and opaque partitions between the various lights.

Occasionally exhibits occur in which a moving model can be effectively and simply made without the use of electricity or any complicated mechanism. A good example of this is a model used by the United States Forest Service to illustrate the value of forests

fades, somewhere in Europe or the United States a baby under 1 year dies; 1 every 10 seconds, 6 every minute, 360 every hour. Half of these deaths are preventable." The figures in the inscription are quite necessary to correct the occasional moments when the star will be out of order. A skedoodle plug may also be used instead of a stationary light behind a transparency. It may be used behind a combination of ground glass and paper arranged in such a way that part of an inscription will be visible at all times and part only when the light comes on. Questions and answers, maps across the face of which some comment is written concerning laws or conditions, are types of this use. Careful testing is necessary to secure materials which will be opaque to light and yet will not show through the ground glass when the light is off. White letters of heavy opaque paper pasted upon a background of translucent white paper may be used. A skedoodle plug may also be used inside an opaque "soothing-sirup" bottle, bearing on a thin, translucent label the inscription: "Dr. Killem's Soothing Sirup Quiets Babies." When the light inside the bottle comes on it makes visible the word "Poison!" cut from black opaque paper. To get the best results the first inscription should be painted in light transparent colors, so that it fades out completely.

Flashers are devices by which one circuit of electric lights can be exchanged for another. The larger type with a sequence of several circuits is operated by motor and is rather expensive, but a single alternation of lights can be made by simple flashers (about \$1 at an electrical supply house) operated by heat contact. Many uses can be made of a flasher of this kind in illuminating first one inscription, then another. The most effective use is perhaps the well-known "illusion" in which one picture or model is mysteriously replaced by another. This can be used to change a bad room into a good one, or to show a dirty beggar at a drinking fountain followed by a mother and child. In a library exhibit an illusion was used to illustrate the statement, "The child sees—right through the pages of the book—the world of which he reads." In this case the book page faded out and disclosed a scene or a globe. Illustration No. 15 shows the construction of an "illusion."

Simple motors with appropriate gears attached can be used to run revolving or oscillating signs and turntables bearing models. A moving panorama made for the exhibit of the Children's Bureau at the Panama-Pacific Exposition was entitled "Our Thirty Million Children," and consisted of a chart showing for successive ages the proportion of children dying, going to school, or at work. A narrow, continuous ribbon bearing a motto sometimes is made to run around the top of a booth. A motor may be made to operate a turntable, not

continuously but by definitely timed movements, so that an inscription or a picture appears for a given length of time and then passes quickly out of sight, to be succeeded by another. This is done by causing a wheel to revolve on which a projection strikes another projection on the revolving sign. The effect is particularly good if the turntable bearing the four or five sided frame containing signs or pictures is hidden in a case of which only one side is open, so that only one sign can be seen at a time. In all experimenting with motors the very best electrical skill is needed; it is not cheap work, except for organizations which have an electrician at their command.

Two or three other specific uses of electrical devices may be mentioned.

"A Day in Baby's Life" may be illustrated by a large clock (first used at the Pittsburgh Baby Week) around which the hands travel rapidly. As they pass different hours they form contacts which illuminate different inscriptions or pictures illustrating the activities of the baby at prescribed hours, such as nursing at regular intervals, being dressed and bathed, and sleeping.

"What to Do" is the title of a large electric wall chart used in the philanthropy section of several child-welfare exhibits. The spectator is instructed to "press the button to find out" where to go "if you want to adopt a baby," "if you know a case of cruelty to children," "if a poor family applies to you for aid," etc. Opposite each question is a push button which is connected with an electric light behind a transparency, on which is inscribed the name of the organization to be consulted.

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Occasionally exhibits occur in which a moving model can be effectively and simply made without the use of electricity or any complicated mechanism. A good example of this is a model used by the United States Forest Service to illustrate the value of forests

in preventing erosion of soil. At the two rear corners of a model about 6 feet square light showers of water fall from faucets. On one side the water is received by a fir forest; it trickles through the branches and emerges as a clear stream flowing through a clear lake into a drainpipe at the front of the model. On the other side the water strikes a bare hillside and is speedily converted into a muddy stream which wears away the hill, converts a lake into an overflowing marsh, and spoils the surrounding landscape. On both sides of the model the water actually completes these operations without interference, and thus gives an effective object lesson.

LIVING EXHIBITS.

A short investigating tour taken on five separate occasions through four of the exhibit palaces of the Panama-Pacific Exposition showed that of 25 exhibits attracting the attention of more than 10 persons all but one depended for their interest upon the constant activity of human beings. A flour exhibit, in which women dressed in national costumes made the breads of various nations; a cigar exhibit, in which girls manufactured cigars; exhibits in which girls gave away food samples; a telephone exhibit, with a man talking to New York; a five-scene illusion, showing the progress of typewriting; a woman who revolved, apparently in mid-air, with her feet executing dance steps above her head; these were the features on which the successful commercial exhibitors relied to draw crowds. Among the educational exhibits the Children's Bureau grouped its exhibits around a children's health conference, with an examination of children, and also carried on demonstrations of home play and the preparation of food; the Bureau of Mines conducted a mimic mine explosion daily, and administered first aid; the Race-Betterment Exhibit supplied free vibrating chairs, in which the tired public, comfortably reclining, unconsciously became volunteer demonstrators.

Other things being equal, the interest taken by any city in a child-welfare exhibit is probably in direct ratio to the number of volunteer attendants and performers. The human element in an exhibit may be of three kinds:

Explainers and guides.

Expert demonstrators and lecturers.

Performers in entertainments and living exhibits.

Explainers.—The organization of explainers has been mentioned under the head of committee organization. That an exhibit "explains itself" to the exhibitor is no reason for dispensing with explainers. As hostesses and demonstrators they draw the public into the exhibit and help to drive home important points. A spectator remembers the things which he discusses. Realization of this fact led, in the Springfield exhibit, to the reserving of a space near the

exit, where discussion concerning both the exhibit as a whole and any questions raised by it was constantly carried on under expert guidance.

These explainers are in some ways more important than the exhibits themselves; a poor exhibit with a good explainer will draw more attention and make a more lasting impression than a good exhibit with a poor explainer. But vivacity and an ability to talk are not the only qualifications necessary. Much harm can be done by inaccurate explaining, and this should be carefully guarded against.

In order to insure competent explainers, each exhibiting committee should as far as possible provide its own, and when this is impossible should apply to the committee on explainers for volunteers, for whose training the exhibiting committee then becomes responsible. Weekly meetings of explainers to receive instruction have sometimes been held to meet this situation. In addition to these trained explainers, there is always room for general guides and hostesses in attendance at the information desk and free to be assigned wherever needed. All explainers and demonstrators of every kind should report to the information desk on entering the building, so that they may be easily reached and so that the chairman of explainers may be sure that the entire floor is well provided with them.

Demonstrations.—These range from the simple demonstration, which is hardly more than an explanation of the exhibit, to changing programs held on special stages distributed throughout the exhibit. They are directly under the control of the several exhibiting committees, which should keep in close touch with the program committee to avoid conflict with programs near by. Some demonstrations are practically continuous; others are reserved for special hours or special days. The committee on health, for instance, may wish to have a nurse giving a continuous demonstration (on a doll) of the bathing and dressing of the baby. Demonstrations on the proper preparation of food for young children are more apt to be a part of a set program, varying from hour to hour and day to day as different foods are shown. A dental examination room, an infant-welfare station, or a complete children's health conference may be living exhibits in the health section. (See illustration No. 11.) In the Rochester Child-Welfare Exhibit a small booth was set aside for the inauguration of the spring fly campaign, for which children enlisted and received souvenir pledge cards and medals; the crowd attracted here was very large. (See illustration No. 12.)

A committee on schools frequently finds it advisable to carry on small demonstration classes to illustrate some of the subjects taught in the schools, such as manual training, domestic science, drawing, or paper cutting. A recreation committee often centers its display

in preventing erosion of soil. At the two rear corners of a model about 6 feet square light showers of water fall from faucets. On one side the water is received by a fir forest; it trickles through the branches and emerges as a clear stream flowing through a clear lake into a drainpipe at the front of the model. On the other side the water strikes a bare hillside and is speedily converted into a muddy stream which wears away the hill, converts a lake into an overflowing marsh, and spoils the surrounding landscape. On both sides of the model the water actually completes these operations without interference, and thus gives an effective object lesson.

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around a small playground, which cares for the children who wish to come. The library may offer a similar attraction to children by maintaining a small children's room in actual operation. (See illustration No. 13.) The philanthropy committee (or the health committee) may manage a small day nursery for the benefit of mothers who wish to see the exhibit. In all these cases the children themselves, merely by availing themselves of opportunities offered, make a living demonstration to the public of the worth of these opportunities.

In some parts of the exhibition, notably those devoted to settlements, clubs, and associations, it may seem wise to erect a special stage or set aside a special floor space for the joint use of several organizations, no one of which can furnish enough material to fill it. Boy Scouts showing their "first aid to the injured," Camp Fire Girls' activities, classes in weaving or pottery from a settlement, demonstrations of folk dancing not suited to a larger space, a class in butter making from an industrial school, or a class in speaking from an institution for the deaf are all among the possibilities in a space of this kind.

Under this head of living demonstrations would come also special conferences for mothers, held under the health committee and conducted by local doctors, and specially conducted tours through various sections, for which some well known local person is announced as guide. These demonstrations can well be carried on under the exhibiting committees, but if they promise to attain much size and importance the program committee should be consulted about them.

Program committee.—Before selecting a program committee the executive committee should first of all decide on the general type of program desired. Large conferences with out-of-town speakers have almost invariably proved disappointing when held in connection with an exhibit, unless the exhibit is a very small one, chosen simply to illustrate the conference. Custom probably demands an exception to this rule in the case of a formal opening, where the speeches should be short, pointed, and interspersed with music or other forms of entertainment. One or two small conferences or round tables of workers may be valuable if the audience is chosen as carefully as the speaker and the subjects restricted to matters of immediate importance on which action is pressing. But most of the social workers of the community should be engaged at this time in explaining the exhibit or planning the follow-up work to come after the exhibit. Any conference which diverts them from these duties is likely to do harm. If sufficient money is available for good speakers, it is a much better plan to bring them at intervals after the exhibit is over, when each address can be separately advertised and when the exhibit

material reenforcing the address can be assembled again and set around the lecture hall. Such addresses, as well as the round tables above mentioned, may be referred to the program committee, or it may be decided that they can be handled better through the committees interested in the subjects to be represented.

After disposing of the question of conferences and referring the minor demonstrations in the sections to the various exhibiting committees the main question remaining concerns the kind of program of entertainments to be planned for the central court or main stage of the exhibit. Opinions are divided concerning the value of large, general entertainments occurring twice daily and drawing great crowds of people only partially or not at all interested in the subject matter of the exhibit. As a rule, however, demonstrations on a big scale of activities of the community's children, such as choruses of 1,000 voices from the schools, folk dancing, and gymnastics from the schools and playgrounds, and similar displays, have a very important function. They serve as exhibits of community activities; they give large numbers of children and their parents a feeling that they have a share in the exhibit; and they draw out not merely a crowd, but a thoroughly democratic crowd, a crowd coming to see its children perform, not yet interested perhaps in all the matters displayed in the exhibit, but the crowd, none the less, upon which the securing and enforcing of all remedial legislation will depend. If the large performances in the central court or on the main stage are restricted to three-quarters of an hour in length, and if the explaining force is well organized and ready to handle the crowds that are released immediately after the entertainments, no harm but rather good would result from a type of demonstration which brings out thousands of people. To safeguard the children taking part the entertainments should be in the nature of an exhibit of work actually carried on in schools, playgrounds, or under volunteer agencies, with a minimum of rehearsal and consequently with the possibility of using different children for almost every performance. This arrangement is also advisable in order to draw parents from as many parts of the city as possible.

If a program of this type is agreed upon by the executive committee, then the program committee should be made up of the persons who are fitted to take charge of separate programs, such as the supervisors of music and gymnastics in the schools, the physical director of the Young Men's Christian Association, leaders of the Boy Scouts and Camp Fire Girls, etc., under the chairmanship of some person mutually acceptable. This committee need meet only twice—once to assign the times of the performances and decide upon the equipment which is needed jointly, such as piano and dressing rooms, and later to determine details of floor management. The installation committee

must be consulted on many of these matters, and careful consideration must be given to questions of special equipment, such as chairs needed for some performances but not for others. The frequent movement of large numbers of chairs, for instance, may prove a serious item of expense and should be carefully guarded against.

Special pageants and dramas written for performance by children at child-welfare exhibits are frequently well worth giving. A pageant on a large scale, lasting for an entire evening, is perhaps on the whole inadvisable, as it interferes seriously with the conduct of the rest of the exhibit and can not be given with the best effect under exhibition conditions. Two short plays, prepared on subjects concerned with the welfare of children, were used to great advantage in the Pittsburgh Baby Week. One of these, entitled "The Theft of Thistledown," will serve as an example. It depicts a fairy court, to which, amid dances and fairy revels, Thistledown brings an earth baby stolen from conditions which she graphically describes. In punishment for her theft she is condemned, greatly to her dismay, to become herself that much loved and much abused thing, an earth baby, until such time as mothers learn to treat their babies properly. The play closes with a picturesque appeal to the audience to help free poor Thistledown.

AFTER THE EXHIBIT.

Some possible results to which exhibits may lead have been mentioned in connection with the infant-welfare exhibits and health conferences designed to encourage the establishment of infant-welfare stations or child-welfare centers. The results of a community child-welfare exhibit are more varied, depending upon the particular needs emphasized by the exhibit and the particular organizations that were especially active in working for results. An exhibit is a form of education through publicity. If considered an end in itself, the closing night will indeed be "the end"; if used as a tool, it may be made the means of real accomplishment. A new factory inspector in Kansas City, a housing inspector in Louisville, a \$25,000 school building in a congested district of Northampton, increased sewer connections in Easthampton where the ice supply of the town was menaced are types of results which have been secured in practically every community that has devoted sufficient time and thought to the planning of a child-welfare exhibit. In cities where no organized combination of social agencies exists to interpret and carry out the legislative program suggested by an exhibit, the exhibit organization itself is often a first step to such a combination and leaves behind it committees which are natural working divisions of the social forces of the community, together with lists of many new work-

ers discovered by the committee on explainers. Where no distinct need exists for a new grouping of the city's forces the child-welfare exhibit should practically disband after the exhibit instead of adding to the numerous agencies already existing and should turn its work and its possessions over to the agency best qualified to carry on the work not yet finished.

Local exhibits prepared for a large exhibition may be used again and again in neighborhood exhibits. They may be deposited in the public library, if it is a strong and conveniently situated institution, and drawn out by application; while the demand for their use can be stimulated by a committee of volunteers drawn from the original child-welfare exhibit or from the organization now in charge of its affairs. Even if exhibits are taken back by the organization which prepared them they should be catalogued at some central place.

The immediate conscious purpose of the child-welfare exhibit is, after all, not to legislate, nor to combine, nor to convert, but to exhibit, and by exhibiting to educate. It is the answer to a great popular demand for easier and quicker ways of learning.

"We do this for the baby since we went to the coliseum," was a constantly repeated phrase in the round of nurses' visits after the Chicago Child-Welfare Exhibit. "Since the exhibit social workers know each other by their first names," said a Kentucky woman. "Since the exhibit people understand what our board is trying to accomplish," said a prominent city official. "After the exhibit the support given to our society was doubled almost immediately," said a New England worker. "Since the exhibit social work has a new standing in the community," said a prominent citizen of a western city.

Through these subtle changes of attitude and conviction, of individual and community relations, the child-welfare exhibit works out its true purpose of popular education.

APPENDIX 1.

CHILD-WELFARE EXHIBITS OWNED BY STATE DEPARTMENTS, JANUARY 1, 1915.

California, State Board of Health, Sacramento.	General health car.
Colorado, State Board of Health, Denver.	Lantern slides.
Florida, State Board of Health, Jacksonville.	Two general health exhibits, including 60 square feet of wall displays referring to children. Motion pictures and lantern slides on general sanitation. Literature and lectures supplied.
Georgia, State Board of Health, Atlanta.	General health exhibit and illustrated lectures.
Illinois, State Board of Health, Springfield.	Extensive general health exhibit of mechanical and still models, electrical devices, and hand-colored cartoons, requiring three booths 10 by 10 by 8 feet for the part relating especially to children. Many models on infant mortality, flies, sanitation, etc. Motion pictures on need of birth registration, etc. Slides, literature, and lecturers sent.
Indiana, Purdue University, Lafayette.	Models of infant clothing and pictures dealing with infant feeding used in lectures on the hygiene of infancy before women's clubs, mothers' club meetings, farmers' institutes, etc.
Indiana, State Board of Health, Indianapolis.	Extensive general health exhibit of 600 square feet wall space, about one-fifth of which is devoted to child hygiene. Models on sanitation. Six motion-picture films, 800 slides. Literature and lecturers furnished.
Indiana University, Bloomington.	Traveling exhibit of eight screens suggesting what any community can do for itself and for its children.
Iowa, State Department of Health and Medical Examiners, Des Moines.	Extensive general health exhibit, including 100 square feet of wall space for exhibits relating to children. Models on patent medicines, baby saving, sanitation, etc.
Iowa, State University, Iowa City.	One hundred wall charts, 3 by 5 feet each. A physician supplied for organizing and conducting baby health contests and conferences.
Kansas, State Board of Health, Topeka.	General health exhibit, including 500 square feet of wall charts on care of babies. Motion pictures and slides. Literature and lecturers.

Kansas, State University, Lawrence.	Exhibits showing surveys of Lawrence and Bellville, 200 square feet of wall space. Seven motion-picture films, 2,000 slides. Literature and lecturers.
Kentucky, State Board of Health, Frankfort.	General health travelling exhibit.
Louisiana, State Board of Health, New Orleans.	Education hygiene exhibit cars and small parish-fair exhibit. One-third to one-fourth on children. Eleven electrical devices, 20 models. Fourteen motion-picture films, 500 slides. Literature and four lecturers continuously (one for negroes).
Maine, State Board of Health, Augusta.	Exhibits on child welfare, school hygiene, rural hygiene, tuberculosis (about 600 square feet wall space). Framed cards and cards on burlap strips. Table exhibits, slides. Large variety of literature, lecturers.
Michigan, State Board of Health, Lansing.	General health exhibit, including charts and models on child hygiene and sanitation. Slides and lecturers.
New Jersey, State Board of Health, Trenton.	General health exhibit and motion-picture machine. Lecturer.
New York, State Department of Health, Albany.	Three exhibits on rural sanitation and three on child welfare. Each child-welfare exhibit requires 70 linear feet of wall space and 15 by 21 foot booth for infant-welfare station. Models, motion pictures, slides. Pamphlets and lecturers. Exhibit manager, nurse, and mechanic with each exhibit.
North Carolina, State Board of Health, Raleigh.	Exhibit on general health, including child hygiene. Models. Slides and lecturers.
Ohio, State Board of Health, Columbus.	Parcel-post exhibits for small communities. Public-health exhibit on infant mortality, blindness, school hygiene, dental hygiene, communicable diseases, occupational diseases, tuberculosis. Requires room 30 by 80 by 14 feet. Models and electrical devices. Ten films, 1,500 slides. Leaflets and lecturer.
Pennsylvania, State Department of Health, Harrisburg.	Exhibit on infant welfare, 1,200 square feet of wall space. Special help for communities preparing their own exhibits, blue prints, etc. ¹
South Carolina, Winthrop Normal and Industrial College, Rock-hill.	Extension work includes formation of home-keepers' clubs for girls and of mothers' circles for the study of the child. Baby contests and conferences arranged. Demonstrations of sleeping quarters for the child. Equipment for milk modification. Feeding charts. Literature distributed.
Tennessee, State Board of Health, Lebanon.	Charts, motion pictures, literature, and lectures on typhoid, tuberculosis, hookworm.
Texas, State Board of Health, Austin.	Car on general health and infant hygiene.

¹ This department has a large exhibit in the Panama-Pacific Exposition, which should be available after Jan. 1, 1916.

- Texas, State University, Austin. Forty panels on better babies, 10 on child labor.
Models and electrical devices.
Motion-picture machine, 500 slides.
Thirty bulletins.
- Utah, State Board of Health, Salt Lake City. Slides, literature, and lectures.
- Vermont, State Board of Health, Burlington. Motion pictures on milk, water, vital statistics, tuberculosis. Slides and lectures.
A motion-picture machine with electrical motor generator for use in rural districts where electricity is not available.
- Virginia, State Board of Health, Richmond. Charts on tuberculosis, hookworm, typhoid, 300 square feet wall space. About one-half refers to children.
Kinetoscope, with films on fly, mosquito, care of baby, etc. 250 slides.
Literature and lecturers.
- Washington, State Board of Health, Seattle. A few wall charts and pamphlets on the care of the baby.
- Wisconsin, State University, Madison. One hundred and twenty-five charts on health. Section devoted to children requires 75 square feet wall space.
Models and electrical devices.
Five films and 1,000 slides.
Literature and lecturers.

APPENDIX 2.

RECORDS OF CHILDREN'S HEALTH CONFERENCE.

The record blank used by the Children's Health Conference conducted by the Children's Bureau in the Panama-Pacific Exposition is not a score card, with grades on a percentage basis, but a much simpler statement, being intended not to grade children for purposes of comparison but to be of service to the individual child. Measurements are placed where indicated; a check is placed to indicate a defect, opposite skin, bones, nutrition, or any of the items in this column. The summary is used for suggestions to the parent for the improvement of the child.

The record below is checked to indicate a typical case of adenoids:

.....	1. Male; Female	×	12. General nutrition: <i>Poor</i>
.....	2. Age: <i>6 years</i>
.....	3. Weight at birth: <i>8½ pounds</i> .	×	13. Fat: <i>Deficient</i>
.....	4. How long breast-fed exclusively: <i>6 weeks</i> .	×	14. Bones: <i>Not well formed</i>
.....	5. Age when weaned: <i>3 months</i> .		15. Muscles: <i>Soft</i>
.....	6. Why weaned: <i>No milk</i> .		16. Skin.....
.....	7. What foods:		17. Hair.....
.....	<i>Mod. cows' milk</i> .		18. Eyes
.....	8. Previous illnesses (with age):	×	19. Ears.....
×	Whooping cough.....		20. Nose: <i>Poorly developed</i>
×	Measles.....		21. Mouth.....
.....	Respiratory diseases.....		22. Teeth.....
.....	×	23. Tonsils.....
.....	Digestive diseases.....		24. Adenoids: <i>Present</i>
.....		25. Glands.....
.....	Other diseases.....		26. Heart.....
.....	9. Weight: <i>39 pounds 10 ounces</i> ..		27. Lungs.....
.....	10. Height: <i>46.5</i> .		28. Liver.....
.....	11. Dimensions of head: <i>20.6</i> .		29. Spleen.....
.....	Chest: <i>21.1</i> . Abdomen: <i>21</i> ..		30. Ext. genitals

The second sheet of the record is left blank for a summary which forms a written résumé of the more detailed advice given by word of mouth. The following selected summaries will give a suggestion of the type of children coming to the conference, and the simple language in which advice is given.

All technical terms are avoided in order to bring the suggestions within range of the understanding of a mother of average intelligence.

1. (Summary of above record.) This child has thin, pinched nostrils and contracted chest, due, probably, to presence of adenoids, which make it impossible for him to breathe properly. He is over height but under weight, and is not as well developed as a child of his age ought to be, because he can not get into his lungs enough oxygen to make good blood.

This may retard his mental development, making it hard for him to keep up with his school work.

His adenoids ought to be removed and he be kept out of doors day and night if possible. Give simple, nourishing food as per accompanying dietary.

Don't send him to school this year. Build him up first.

2. This child is a credit to an intelligent mother and shows the advantages of breast feeding. She is well developed, in good proportions, and seems in fine condition.

Keep her so by an out-of-door life, regular habits, simple, wholesome food. No eating between meals, no late hours nor moving-picture shows, no crowding in school work.

Her teeth need her constant care and the oversight of a dentist. Decaying teeth mean decomposing food and indigestion.

3. This baby is thin and poorly nourished. He shows that he is not getting the right kind of food. Don't waste your time and his strength experimenting. Take him to a good children's specialist and follow his directions.

He is also overclothed. The band is no longer necessary; it is full of wrinkles and very uncomfortable. Pin his shirt to diaper; also his stockings, which should be long enough to cover entire leg. He may need the short sack night and morning, but don't let his body get wet with perspiration, as it makes him susceptible to colds.

Change all clothing at night and air thoroughly. He ought to sleep only in shirt, diaper, and gown (flannelette in winter and muslin in summer). If he can sleep in a protected corner of the porch he will become less susceptible to colds. In that case make sleeping bags by accompanying pattern, only drawing in sleeves with draw string in winter to keep his hands warm.

4. This is a tiny baby and needs breast milk. Try to get your own health in better condition so that your milk will not give out. Drink milk and cocoa instead of tea and coffee, eat only simple, nourishing food, have a nap on the porch every day while the baby is asleep, and make up your mind to nurse him six months anyway. You can if you will.

Four-hour intervals will be better both for your baby and yourself.

Your doctor will help you when he sees that neither of you are in good condition.

5. James is a big, well-built boy, has good color, and seems in fine condition, except for his knees, which are too prominent, and his ankles, which are big and bulging on the inner side. He may have walked before his ankles were strong enough to bear his weight or his food may not have contained enough bone-producing elements.

He needs careful feeding and special care to prevent a permanent malformation of the ankle and a flattened arch of the foot. Would suggest the advice of a good orthopedist in selection of his shoes and to give him any possible preventive care.

6. Abram is suffering from faulty feeding. His bow legs and roughened, flaring ribs show that his bones are not developing well, and his teeth are slow in coming, because he needs a food with more bone-producing material. Cows' milk is more like mother's milk than the manufactured food you are using. He needs a little orange juice every day. Take him to a milk station, and they will help you secure the best possible food for your baby.

7. Baby Blank seems to be a happy, well-nourished baby. She weighs more than the average child of her age, but has rather more fat than muscle. Her abdominal measurement is greater in proportion to her chest and head than is considered normal. This is probably due to distention of the intestines.

Cream of wheat, bread, and potatoes are more starch than she needs. Don't give potato under 14 to 16 months. Try strained oatmeal, cooked slowly for two hours, instead of cream of wheat, for her constipation. Give also pulp of stewed apples, peaches, or prunes every day in addition to the orange juice. A tablespoonful of beef juice squeezed from a bit of lightly broiled round steak is better for a child of her age than so much starchy food.

Teach her habits of regularity in order to overcome her constipation.

APPENDIX 3.

TABLE OF WEIGHTS AND MEASURES.

Used as a standard of comparison for the Children's Health Conference in the exhibit of the Children's Bureau in the Panama-Pacific Exposition. Figures for children of 3 years and under are obtained from the more-detailed anthropometric table published by the Council on Health and Public Instruction of the American Medical Association and are based on measurements of 4,480 babies in 23 States. As this table does not go above 42 months, the figures for the older children are taken from Holt's measurements.

Age.	Weight.		Height.		Head.		Chest.		Abdomen.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Birth.....	7.55	7.16	20.6	20.5	13.9	13.5	13.4	13.0	16.875	16.375
6 months.....	17.875	16.0	26.50	25.875	17.5	17.0	17.375	16.75	17.125	16.625
1 year.....	21.25	20.875	29.375	28.75	18.5	18.25	18.375	18.125	17.875	17.875
2 years.....	27.5	26.625	33.5	33.5	19.375	19.0	19.624	19.5	18.75	19.0
3 years.....	32.125	30.75	37.125	36.375	20.0	19.5	20.5	20.0	19.875	19.75
4 years.....	36.0	35.0	38.0	38.0	19.7	19.5	20.7	20.7
5 years.....	41.2	39.8	41.7	41.4	20.5	20.2	21.5	21.0
6 years.....	45.1	43.8	44.1	43.6	23.2	22.8
7 years.....	49.5	48.0	46.2	45.9	23.7	23.3
8 years.....	54.5	52.9	48.2	48.0	24.4	23.8
9 years.....	60.0	57.5	50.1	49.6	25.1	24.5
10 years.....	66.6	64.1	52.2	51.8	21.0	20.7	25.8	24.7
11 years.....	72.4	70.3	54.0	53.8	26.4	25.8
12 years.....	79.8	81.4	55.8	57.1	27.0	26.8
13 years.....	88.3	91.2	58.2	58.7	27.7	28.0
14 years.....	99.3	100.3	61.0	60.3	28.8	29.2
15 years.....	110.8	108.4	63.0	61.4	21.8	21.5	30.0	30.3
16 years.....	123.7	113.0	65.6	61.7	31.2	30.8

APPENDIX 4.

ANNOUNCEMENT AND ENTRY FORM OF THE SEATTLE JUNIOR EXPOSITION.

"Character is determined by the use of leisure time."

CHILD-WELFARE EXHIBIT,

May 22 to 30, 1914.

JUNIOR EXPOSITION,

Saturday, May 23, 10 a. m. to 10 p. m.

CENTRAL COURT OF THE ARMORY.

An exposition of the work of the boys and girls of Seattle, to show something of their skill, perseverance, and ingenuity, and how they use their leisure time.

PLAN.

Open to all boys and girls of Seattle under 16 years of age, residents of the city. Exhibitors will be classified according to age: Entry A, under 13 years of age; Entry B, under 16 years of age.

This exposition, for one day, will include anything made by a boy or girl outside of school hours.

EXHIBITS.

All entries must have been made by the exhibitor outside of school hours. In the department of pets the entries must be the property of the exhibitor.

AWARDS.

All entries will be judged by competent judges, who will award—first prize, blue ribbon; second prize, red ribbon—to all those deemed worthy.

No entries received after May 18.

Bring or send your article to the armory at 9 a. m. Saturday, May 23, 1914.

Labels or cards of identification will be supplied to secure uniformity.

DEPARTMENTS.

(All work made by the exhibitors.)

Gardening.—Exhibits of fruit, flowers, and vegetables raised by the exhibitor.

Woodwork.—Furniture, tables, chairs, boxes, cabinets, shelves, etc. Wood turning, bowls, vases, cup frames, etc. Patterns for castings.

Toys.—Toys of all kinds, of any material; boats, windmills, automobiles, engines, aeroplanes, games, etc.

Electrical and mechanical.—All kinds of electrical or mechanical apparatus. Current can be supplied if necessary.

Printing.—Samples of amateur work. Billheads, cards, etc.

Arts and crafts.—Entries must show design and hand skill. Baskets, books, booklets, block printing, stenciling, leather work, weaving, etc.

Domestic science.—Bread, canned and preserved fruit and vegetables; menus, etc.; household appliances.

Domestic art.—Coats; woolen, silk, and cotton waists or skirts; one-piece dresses, gowns, aprons, bags, collars, cushions, scarfs, slippers, caps, etc.; hand-woven mats and rugs; 9 to 12 inch doll, dressed in hand-made garments; patching, darning, etc.

Millinery.—Handmade buckram or wire frames, infants' and children's bonnets, girls' hats, 12 to 16 years; bows, flowers, etc.

Pets.—All kinds of pets owned by the exhibitor. Dogs, cats, poultry, rabbits, squirrels, birds, fish, turtles, etc.

Each exhibitor must provide for the care of his exhibit.

Junior Exposition Committee of the Child-Welfare Exhibit: Ben W. Johnson (chairman), Harry L. Delts (director), Anna E. Grady, Low S. McKean, Susan E. Campbell, Lila M. Delano, William P. Casey, Harry B. Cunningham, Laurance H. Lemmel, Samuel C. Olson, Ed J. Turner.

ENTRY FORMS.

The attached form blank should be filled out as directed by every boy or girl who expects to participate in this exhibit.

(Cut here.)

ENTRY FORM.

Name ----- Age -----

Address: No. ----- Street -----

School, club, or where employed -----

Article ----- Department -----

N. B.—Make but one entry on this form. As soon as filled out return it to the principal of your school or send it to Mr. Johnson, Room 338, Central Building. Phone Main 2644.

APPENDIX 5.

THE EXHIBIT OF THE CHILDREN'S BUREAU AT THE PANAMA-PACIFIC EXPOSITION.

In preparing its exhibit for the Panama-Pacific Exposition the Children's Bureau decided to center its attention on a "Children's Health Conference"; to group around this charts, models, and living demonstrations on infant welfare, home play, and child labor; and to maintain at the same time an information bureau to direct inquirers to other exhibits on the fair grounds dealing with phases of child welfare. To the charts and models prepared in Washington, and illustrating the work of the bureau, were added carefully chosen exhibits loaned by local organizations. Local organizations also furnished living exhibits and demonstrations and cooperated with the bureau in conducting both the conference and the exhibit. Different hospitals assigned nurses for regular hours each day to assist in the examination room. Different women's clubs acted as hostesses and explainers in the exhibit for periods of two weeks each.

A list of the exhibits will serve to indicate the extent of this cooperation and may prove suggestive to communities planning to hold child-welfare exhibits. All permanent exhibits not otherwise designated are the property of the bureau, and will be loaned for use on application by local exhibitors after December 4, 1915. Duplicates of the lantern slides and photographic copies of the panels (size 20 by 40 inches) are available immediately.

CATALOGUE OF THE EXHIBIT.

LIVING DEMONSTRATIONS.

Children's health conference.—Free medical examination of children under 15 years, 10 to 12, 2 to 5, except Saturdays, Sundays, and Wednesday afternoons.

Baby clinic.—Wednesdays 2 to 5, demonstration clinic showing baby hygiene work as carried on in San Francisco under the Certified Milk and Baby Hygiene Committee of the Association of Collegiate Alumnae, and the Associated Charities.

Food for children.—Mondays, Wednesdays, and Fridays, 2 to 5 p. m.; Baby feeding and preparation of milk, in charge Certified Milk and Baby Hygiene Committee, Association of Collegiate Alumnae.

Tuesdays, Thursdays, and Saturdays: Preparing food for young children, in charge Department of Nutrition, University of California.

Home play.—Demonstrations of home toy making, painting, basket making, and use of back-yard apparatus, in charge recreation authorities of San Francisco and Oakland and Columbia Park Boys' Club.

PERMANENT EXHIBIT.

Our thirty million children.—Large moving panorama showing the number of children dying before the age of 5 years and the number in school or at work at various ages.

Infant welfare.—Fifteen wall frames, 3 by 6 feet, dealing with birth registration; prenatal care; the relation of infant mortality to poverty, ignorance, and bad surroundings; the importance of breast feeding and rules for nursing the baby; artificial feeding and pure milk; the working mother; and mothers' pensions. (Smaller reproductions of 12 of these panels, 20 by 40 inches, are available for loan to local exhibits.)

Village of 100 homes, a model loaned by the North Carolina Board of Health, illustrating by flashing and fading lights the number of babies dying before the end of the first day, the first week, the first month, the first year, and the second year.

Fifty-two slides (shown by an automatic stereopticon) on infant care, including prenatal care, breast feeding, artificial feeding, the baby in the home, summer and winter care.

Red star, fading every 10 seconds, and bearing the inscription, "Every time this star fades, somewhere in Europe or the United States a baby dies; one every 10 seconds, 6 every minute, 360 every hour; half these deaths are preventable."

Glass case, containing soothing sirups and patent medicines obtained from the Department of Agriculture, Bureau of Chemistry, warning parents against the use of such remedies and showing the contents of each specimen.

Small booth on the baby in the home, showing clothing for the baby, a baby's bed properly made and protected from drafts, a basket substitute for a crib, proper utensils for a baby's bath, and a play pen with sanitary toys. Occasional demonstrations are given in this space by the nurse.

A glass case containing a food exhibit prepared by the department of nutrition, University of California, showing the right kinds of food for a young child, the method of preparing those foods for different ages, and the relative value of various foods for building bone, muscle, and flesh, for supplying heat and energy, or for enriching the blood with iron.

A metal sphere showing the proportion of baby deaths in the United States due to various causes.

A metal cone showing how cities in the United States spend their money.

Model of a baby's stomach at birth.

Models of a typical case of adenoids.

Models of normal stools of small baby and stools showing diarrhea. (Used only in the conference room with mothers.)

Models made by the Pasadena High-School girls' class in sanitation, illustrating an effective way of giving a class a knowledge of hygiene. One of these models traces the course of a typhoid epidemic, showing that it is carried by water pollution; the other shows a good and a bad dairy.

Home play.—Three wall frames dealing with the requirements of a comprehensive plan of public recreation, the need of home play for small children, and the proper equipment in house and yard.

Home play yard, loan exhibit from the San Francisco public schools, showing ladders, slide, sand box, and balance beam. (See illustration No. 2.)

Home playroom, containing toys made by children from simple materials. Used as demonstration room.

Children's interests. A collection of articles made by children and secured through the San Francisco schools, the recreation authorities of San Francisco and Oakland, and the Columbia Park Boys' Club.

A revolving wing frame, showing the playgrounds of Oakland.

A scrapbook showing some recent ideas in recreation, including the municipal camp in Los Angeles, the Amenias field day, the play school of the University of California, the Public Schools Athletic League of New York City, and the playground equipment and facilities of Chicago.

Child labor.—Five wall frames containing statistics from the United States census on the number of children gainfully employed and their distribution by age, sex, and geographical division, industry, and occupation.

A map model showing by age and sex groups the proportion of working children in different sections of the country.

Twelve transparencies containing photographs of the typical occupations of children in the United States.

Information bureau.—A set of the publications of the Childrens' Bureau.

A small collection of recent pamphlets published by national societies doing work for children.

Scrapbooks on State child-welfare exhibits, local child-welfare exhibits, traveling child-welfare exhibits.

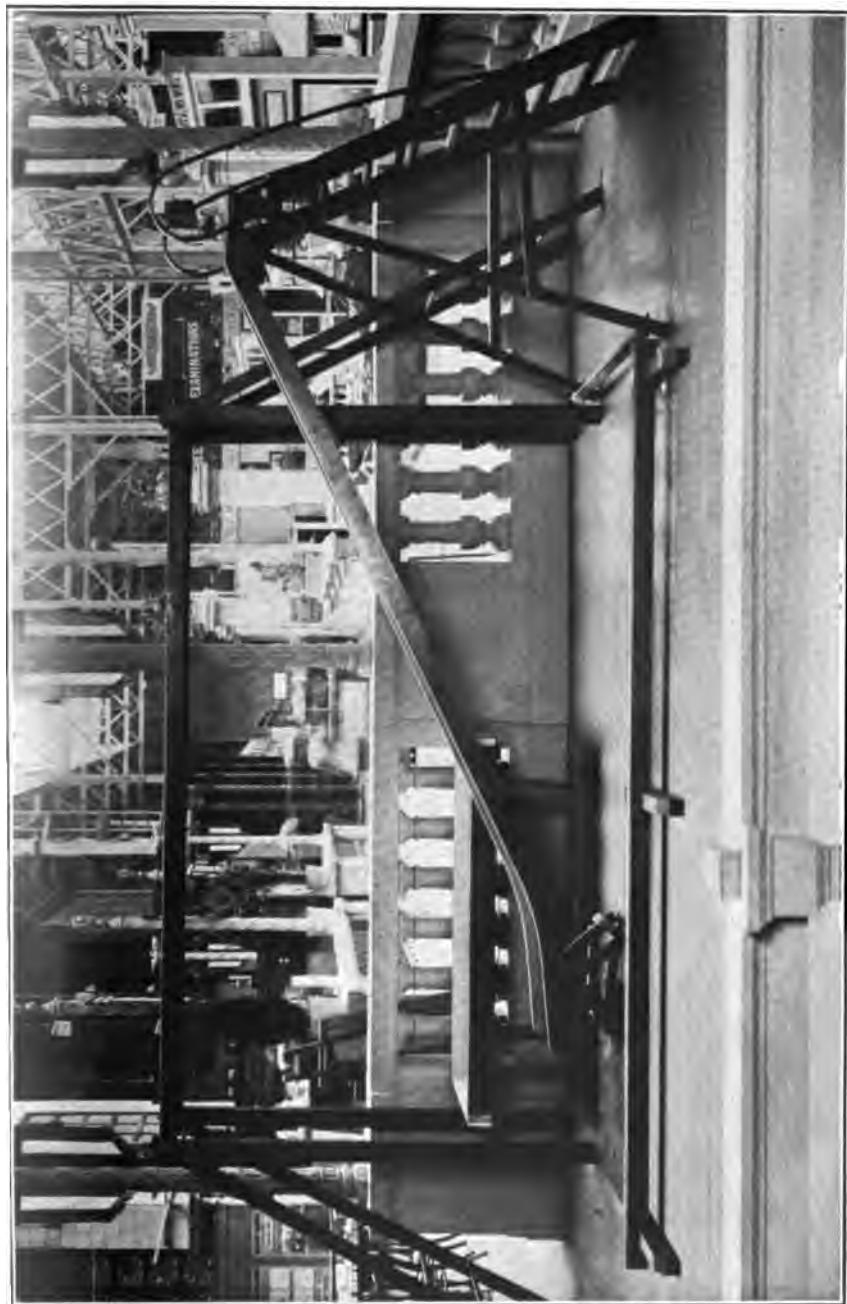
Information concerning exhibits in the exposition dealing with children.



NO. 1.—CHILDREN'S HEALTH CONFERENCE. DOCTOR, NURSE, PARENT, AND CHILD ARE SEPARATED FROM THE GENERAL PUBLIC BY A GLASS WALL THROUGH WHICH THE EXAMINATION CAN BE SEEN.



NO. 2.—HOME-PLAY EXHIBIT.



NO. 3.—BALANCE BEAM AND SLIDE IN HOME-PLAY EXHIBIT.

BABY'S FOES

CAPTAINS OF THE HOSTS OF DEATH
ARE
POVERTY
IGNORANCE
BAD SURROUNDINGS.



THOUSANDS AND THOUSANDS OF BABIES
ARE KILLED BY THESE FOES
OTHERS WHO SURVIVE STRUGGLE THROUGH
LIFE BEARING SCARS MADE BY THEM.

NO. 4.—WALL PANEL FROM THE EXHIBIT OF THE CHILDREN'S BUREAU,
SHOWING THE USE OF CARTOONS.

WHAT MOTHER'S MILK DID FOR THIS BABY

THIS BABY WAS ARTIFICIALLY FED AND HAD DIARRHOEA.

SEPT.
19.
1912.



AGE
3
MONTHS.
WEIGHT
4 LB.
3 OZ.

THE DOCTOR SAID

"ONLY A NURSING MOTHER CAN SAVE THIS BABY"
A CHILDREN'S AID SOCIETY FOUND
THE NURSING MOTHER.

THE
SAME
BABY



JAN. 30,
1913.
WEIGHT,
12 LBS.

MOTHER'S MILK

IS EASY TO DIGEST.
PROTECTS AGAINST
SUMMER DIARRHOEA
AND
OTHER DISEASES.
BUILDS BONE AND FLESH.

NO. 5.—WALL PANEL FROM THE EXHIBIT OF THE CHILDREN'S BUREAU,
SHOWING AN ARRANGEMENT OF PHOTOGRAPHS AND STATEMENTS
PASTED ON A LARGER BACKGROUND WHICH FORMS THE UNIT OF
CONSTRUCTION.

COLDS & PNEUMONIA

A GROWN PERSON'S COLD
MAY BRING
PNEUMONIA
TO THE BABY

ABOUT $\frac{1}{8}$ OF ALL BABIES DYING UNDER
ONE YEAR OLD, DIE FROM PNEUMONIA AND
BRONCHITIS. U. S. CENSUS, 1912.



PROTECT THE BABY
AGAINST ITS MOTHER'S
COLD.



NEVER KISS THE
BABY ON THE MOUTH.



KEEP THE BABY AWAY FROM CROWDED PLACES

KEEP THE BABY AWAY FROM CROWDED PLACES

NO. 6.—WALL PANEL FROM THE EXHIBIT OF THE CHILDREN'S BUREAU,
SHOWING A COMBINATION OF PHOTOGRAPHS AND CARTOONS.

ARTIFICIAL FOOD

IF THE DOCTOR SAYS
THE BABY MUST BE ARTIFICIALLY FED
GET HIM TO SHOW YOU HOW



GET BOTTLED MILK



FROM CLEAN COWS



KEEP IT COOL



MIX BY DOCTOR'S ORDERS

CLEAN COW'S MILK
MIXED WITH WATER AND SUGAR AS THE DOCTOR DIRECTS
TO SUIT EACH BABY
IS THE BEST SUBSTITUTE FOR MOTHER'S MILK
FOR NORMAL BABIES.

NURSING THE BABY

ALMOST
EVERY
MOTHER



CAN
NURSE
HER BABY

NURSE THE BABY IF POSSIBLE FOR 9 MONTHS
EVEN IF SOME ARTIFICIAL FOOD IS NECESSARY IN ADDITION.

EVERY MOUTHEFUL OF BREAST MILK
IS IMPORTANT TO THE BABY
ESPECIALLY AVOID WEANING IN THE EARLY MONTHS
OR IN SUMMER

NURSE THE BABY REGULARLY

BY THE CLOCK



FEED

ON 1 HOUR

[EXCEPT IN THE MIDDLE OF THE NIGHT]

AND FOR 15 MINUTES AT A TIME

DO NOT NURSE BY GUESS WORK,
NOR EVERY TIME HE CRIES.

GIVE THE BABY A DRINK OF
WATER
BETWEEN FEEDINGS, ESPECIALLY IN SUMMER.

CARE BEFORE BIRTH

BIRTH IS NOT THE BEGINNING OF LIFE
BABIES ARE ALIVE
AND CAN BE SERIOUSLY INJURED
BEFORE BIRTH.



A HEALTHY
HAPPY MOTHER

MAKES



A HEALTHY
HAPPY BABY.

A MOTHER AWAITING THE BIRTH OF HER BABY

NEEDS

GOOD FOOD
PLENTY OF REST
FRESH AIR
LIGHT EXERCISE
A CONTENTED MIND

IN THE UNITED STATES (REGISTRATION AREA)
IN 1912

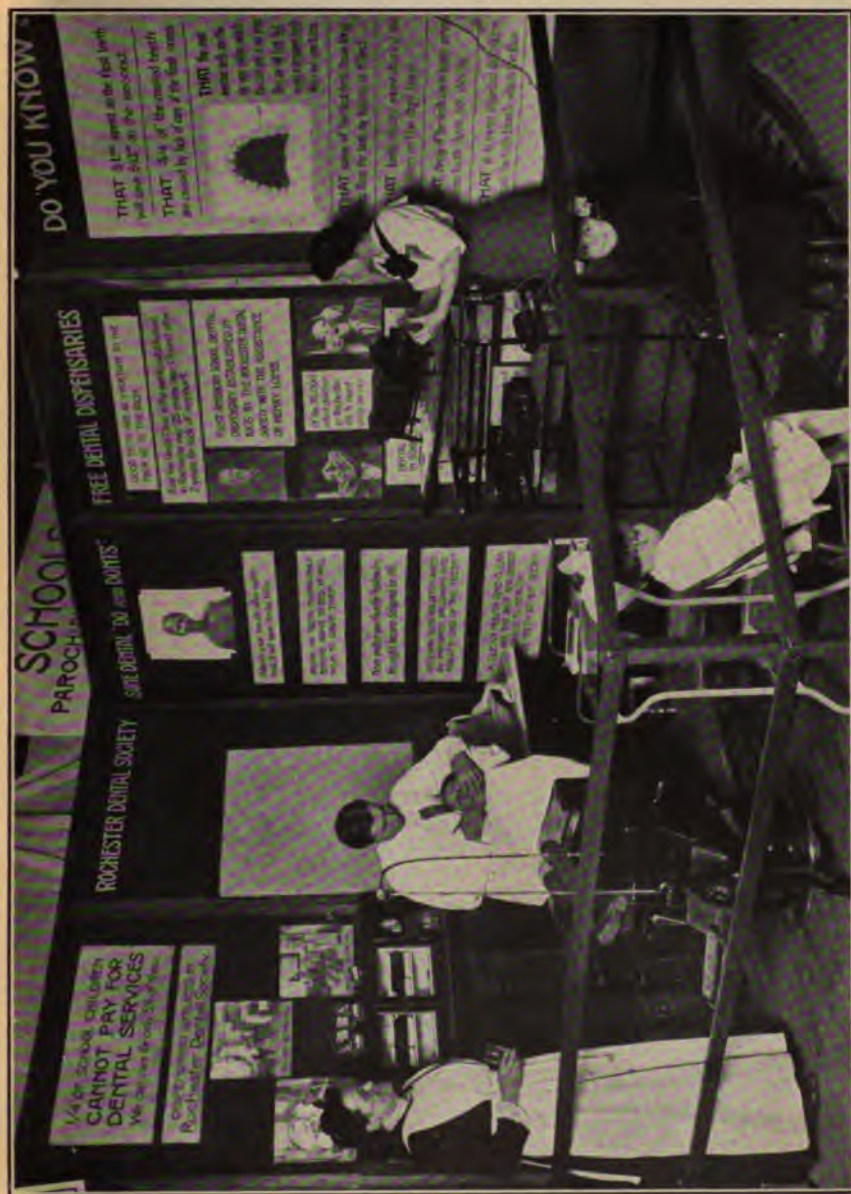


DIED BECAUSE OF CONDITIONS BEFORE BIRTH

INFANT WELFARE WORK
HAS SAVED THOUSANDS OF BABIES.
BUT
OUR DUTY TO THE BABY BEGINS BEFORE BIRTH.



NO. 10.—MODEL MADE FOR A CHILD-WELFARE EXHIBIT BY A VOCATIONAL CLASS IN THE ROCHESTER PUBLIC SCHOOLS.



NO. 11.—DENTAL EXHIBIT COMPRISING PHOTOGRAPHS, STATEMENTS, LANTERN LECTURE, DENTAL EQUIPMENT, MODELS OF TEETH, AND A DEMONSTRATION OF DENTAL EXAMINATION, ALL IN ONE 8 BY 12 SPACE, MADE BY THE ROCHESTER DENTAL SOCIETY.

MARKED FOR LIFE



**MININGITIS AND INFANTILE PARALYSIS
CAUSE LAMENESS, PARALYSIS AND DEATH.**

FLIES



SWAT THE FLY

FLIES and DEATH

**FLIES CARRY DISEASE
CLEAN UP!**

FLIES

**KILL MORE CHILDREN THAN
LIONS, TIGERS OR RATTLESNAKES.**

HOW YOUR 33%

IN 1912

IT COST YOU \$64,000,000

\$37 TO GUARD THE CITY'S HEALTH.

TOTAL COST \$79,634,000 U.S. / HEALTH BUREAU

COST OF HEALTH

IN 1912

IT COST YOU \$64,000,000

\$37 TO GUARD THE CITY'S HEALTH.

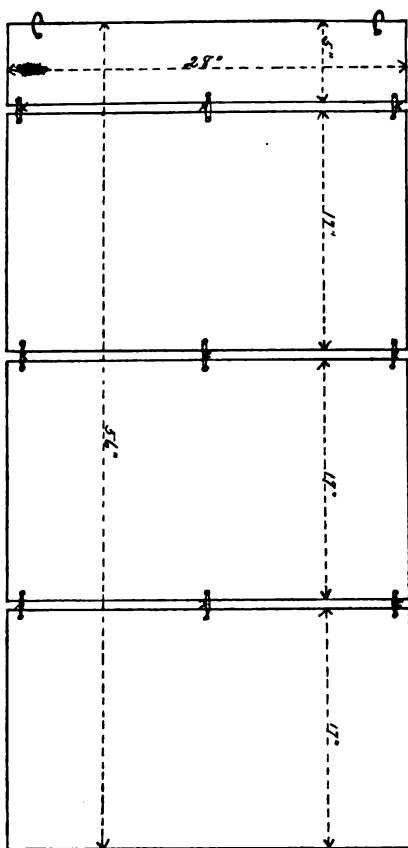
TOTAL COST \$79,634,000 U.S. / HEALTH BUREAU



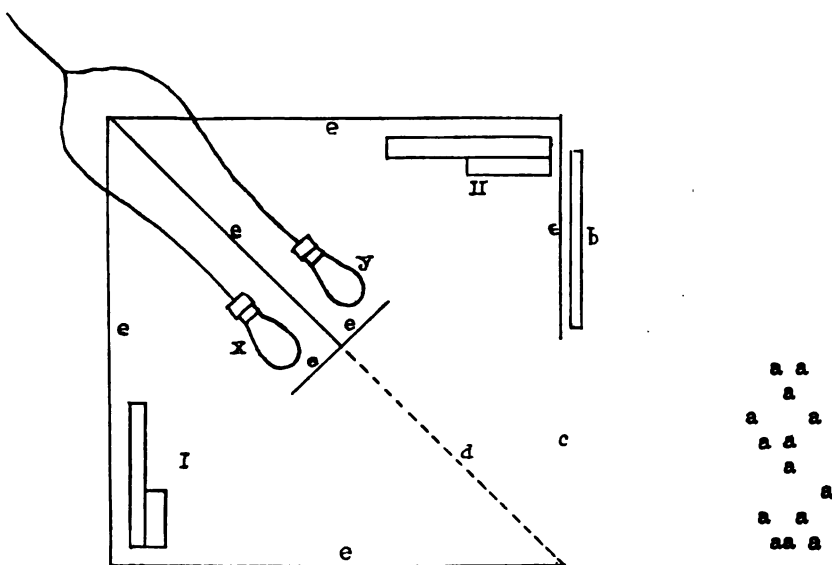
NO. 12.—STARTING A FLY CAMPAIGN AT THE ROCHESTER CHILD-WELFARE EXHIBIT. A COMBINATION OF "LIVING EXHIBIT" WITH CHARTS.



NO. 13.—A GOOD EXHIBIT FOR A LIBRARY IN A COMMUNITY CHILD-WELFARE EXHIBITION IS A CHILDREN'S ROOM IN OPERATION.



NO. 14—DIAGRAM OF WALL PANEL
COMPOSED OF CARDS.



NO. 15.—CROSS SECTION OF AN "ILLUSION." (SIDE VIEW WITH DOOR REMOVED.)

- a. Position of spectator, kept at distance by railing or screen with peephole.
- b. Descriptive sign on front.
- c. Opening through which model is seen.
- d. Glass.
- e. Inside walls, finished in dull black paper.
- x and y. Lights attached to flasher.
- I and II. First and second view of model.

When light x is on, model I is illuminated and is seen through glass d; when light y is on and light x is off, glass d becomes a mirror because of the dark box behind it, and reflects model II.



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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. LATHROP, Chief

BABY-WEEK CAMPAIGNS

(REVISED EDITION)

2

MISCELLANEOUS SERIES No. 5
Bureau Publication No. 15



WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

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AND PUBLIC HEALTH
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PUBLICATIONS OF THE CHILDREN'S BUREAU.

Annual Reports:

- Third Annual Report of the Chief, Children's Bureau, to the Secretary of Labor, for the fiscal year ended June 30, 1915. 26 pp. 1915.
Fourth Annual Report of the Chief, Children's Bureau, to the Secretary of Labor, for the fiscal year ended June 30, 1916. 27 pp. 1916.

Care of Children Series:

- No. 1. Prenatal Care, by Mrs. Max West. 41 pp. 4th ed. 1915. Bureau publication No. 4.
No. 2. Infant Care, by Mrs. Max West. 87 pp. 1914. Bureau publication No. 5.

Dependent, Defective, and Delinquent Classes Series:

- No. 1. Laws Relating to Mothers' Pensions in the United States, Denmark, and New Zealand. 162 pp. 1914. Bureau publication No. 7. (Out of print. Revised edition in preparation.)
No. 2. Mental Defectives in the District of Columbia: A brief description of local conditions and the need for custodial care and training. 89 pp. 1915. Bureau publication No. 13.

Infant Mortality Series:

- No. 1. Baby-Saving Campaigns: A preliminary report on what American cities are doing to prevent infant mortality. 93 pp. 4th ed. 1915. Bureau publication No. 2. (Bureau supply exhausted. Copies may be purchased from Superintendent of Documents at 15 cents each.)
No. 2. New Zealand Society for the Health of Women and Children: An example of methods of baby-saving work in small towns and rural districts. 18 pp. 1914. Bureau publication No. 6.
No. 3. Infant Mortality: Results of a field study in Johnstown, Pa., based on births in one calendar year, by Emma Duke. 93 pp. and 9 pp. illus. 1915. Bureau publication No. 9.
No. 4. Infant Mortality, Montclair, N. J.: A study of infant mortality in a suburban community. 36 pp. 1915. Bureau publication No. 11.
No. 5. A Tabular Statement of Infant-Welfare Work by Public and Private Agencies in the United States, by Etta B. Goodwin. 114 pp. 1916. Bureau publication No. 16.
No. 6. Infant Mortality: Results of a field study in Manchester, N. H., based on births in one year, by Beatrice Sheets Duncan and Emma Duke. Bureau publication No. 20. (In press.)

Industrial Series:

- No. 1. Child-Labor Legislation in the United States, by Helen L. Sumner and Ella A. Merritt. 1,181 pp. 2 charts. 1915. Bureau publication No. 10.

Reprints from the above are also issued as follows:

- Child-Labor Legislation in the United States; Separate No. 1. Analytical tables. 475 pp. 2 charts.
Child-Labor Legislation in the United States; Separates Nos. 2 to 54. Text of laws for each State separately.
Separate No. 55. Text of Federal child-labor law. 1916.
No. 2. Administration of Child-Labor Laws:
Part 1. Employment-Certificate System, Connecticut, by Helen L. Sumner and Ethel E. Hanks. 89 pp. 2 charts. 1915. Bureau publication No. 12.
Part 2. Employment-Certificate System, New York, by Helen L. Sumner and Ethel E. Hanks. 164 pp. 3 charts. 1917. Bureau publication No. 17.
No. 3. List of References on Child Labor. 161 pp. 1916. Bureau publication No. 15.

[See also third page of cover.]

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U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. LATHROP, Chief

BABY-WEEK CAMPAIGNS

(REVISED EDITION)

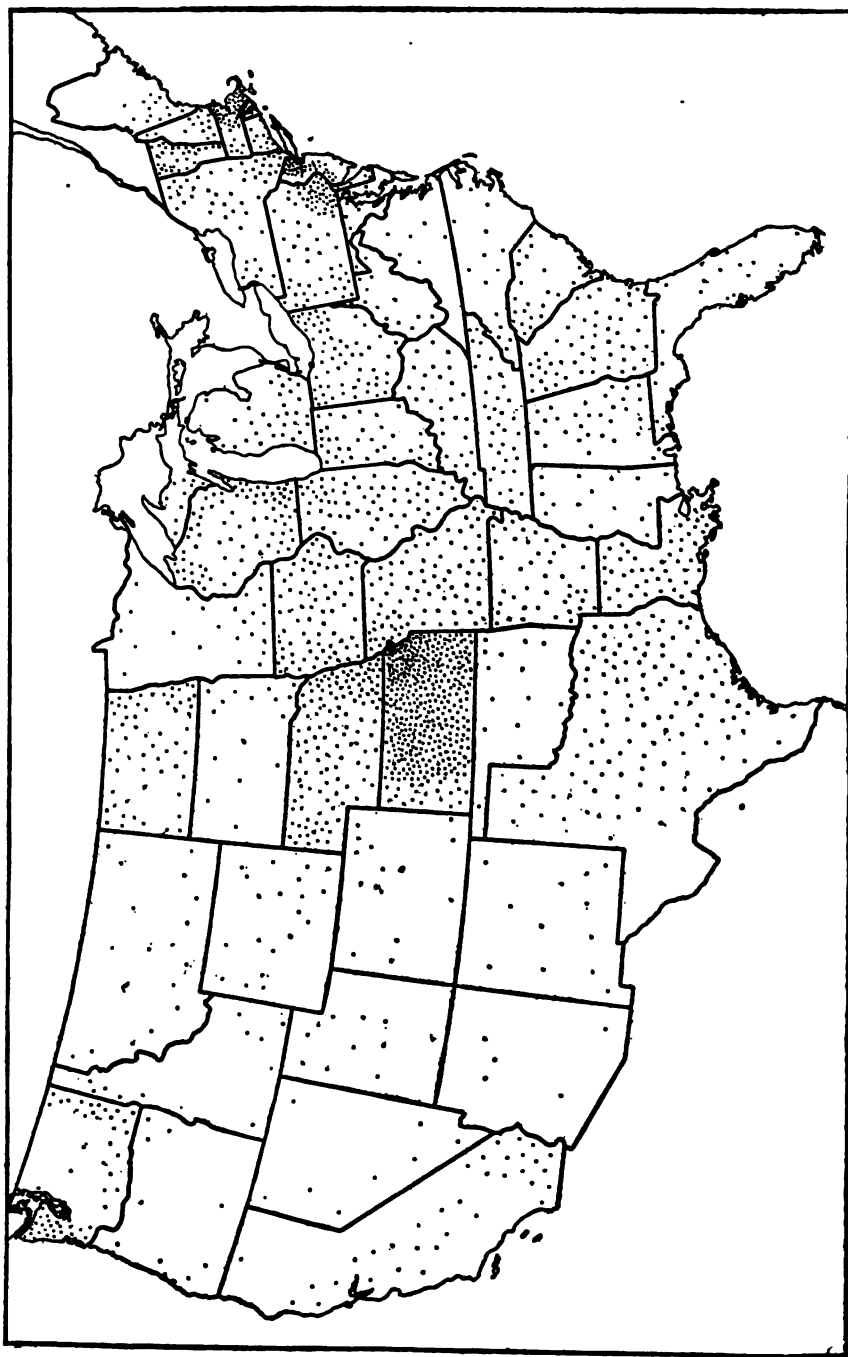
MISCELLANEOUS SERIES No. 5

Bureau Publication No. 15



WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

Baby-week campaigns. Approximate situation of communities which took part in the nation-wide baby-week campaign, 1916. Reports have been received from a few additional communities since the map was prepared.



Map prepared by Children's Bureau, U. S. Department of Labor.

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LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, January 13, 1917.

SIR: Herewith I transmit a revised and enlarged edition of the bulletin entitled "Baby-Week Campaigns," which was first published by the Children's Bureau in 1915.

Part I gives an account of the nation-wide baby-week campaign of 1916, held under the joint auspices of the Children's Bureau and the General Federation of Women's Clubs, with descriptions of certain typical campaigns and of features which proved of special value. Part II gives in outline form detailed practical suggestions for planning and carrying out baby-week campaigns.

The bulletin contains also an appendix, with a list of exhibit material and educational pamphlets supplied by various Federal and State agencies and by national organizations. It includes a circular of information about infant mortality and the text of a few leaflets. It also gives a list of plays and certain other material which has been used in baby weeks in various localities.

The history of the celebration of 1916 shows a remarkable degree of public-spirited cooperation, in which officials, private organizations, and individuals joined. Each community paid for its own observance. The total expenditure was small, and some of the best celebrations cost only a few dollars. The bureau is already in receipt of much information showing permanent work for child welfare resulting from these celebrations.

This bulletin has been prepared under the direction of Dr. Grace L. Meigs. The new material has been compiled by Mrs. Constance Leupp Todd, with the assistance of Miss Anna Rochester and Mrs. Etta R. Goodwin.

Respectfully submitted.

JULIA C. LATHROP, *Chief.*

Hon. WILLIAM B. WILSON,
Secretary of Labor.

PART I. BABY WEEK IN 1916.

INTRODUCTION.

Baby week was inaugurated by Chicago in 1914, and a second baby week was celebrated by New York City in June of the same year. Following their lead, Pittsburgh, Indianapolis, Topeka, Grand Rapids, and a few other cities held similar celebrations, consisting of a week dedicated to the welfare of babies. Lectures, exhibits, baby-health conferences and contests, school programs, parades, plays, the distribution of pamphlets, leaflets, and other printed matter on the care of the baby, newspaper publicity, and other expedients were used to concentrate attention for seven days on the baby's needs, with an emphasis calculated to inspire a popular response and result in permanent work for the reduction of infant mortality and for improvement in conditions affecting the welfare of babies and young children.

Preparation for the nation-wide baby week.

In the fall of 1915 the General Federation of Women's Clubs and the Children's Bureau announced their purpose to cooperate in promoting a nation-wide baby week to be held in the spring of 1916. March 4 to 11 was suggested as the date, but it was made plain that a baby week at any other period would be regarded as part of the nation-wide campaign.

The President and the Secretary of Labor gave public indorsement to the plan; many governors and mayors issued proclamations on the subject.

The General Federation of Women's Clubs and the Children's Bureau urged all appropriate national, State, and local organizations and all individuals interested in infant welfare to participate. From the general federation the message was carried to the officers of the State federations. Through the General Federation of Women's Clubs Magazine, through the publicity department of the federation, through press material issued by the Children's Bureau, and through the active interest of numerous periodicals and news bureaus the baby-week idea not only reached the more than 2,000,000 women identified with the general and State federations of women's clubs but received wide publicity throughout the country.

Interest in the movement led the United States Reclamation Service to devote a generous amount of space in one issue of the Reclamation Record to an appeal to "project women" to respond to the call of the federation. The plans adapted themselves well to the policy of the Commissioner of Indian Affairs in urging employees in the Indian Service to use every occasion to work for the preservation of infant lives. The Public Health Service was one of the largest contributors of material on the care of the baby for distribution in communities in all parts of the country. The Office of Home Economics of the Department of Agriculture prepared a special bulletin on Food for Young Children, which was widely circulated. The National Congress of Mothers and Parent-Teacher Associations cooperated actively in State and local campaigns. Many other national organizations responded and took means to interest local branches. Secretaries and members of State boards or departments of health and State registrars of vital statistics approved the plan and took an active part in the campaign. Extension divisions of State universities and agricultural colleges gave great assistance. Child-welfare organizations, visiting-nurse associations, churches, schools, libraries, and other civic bodies, magazines and newspapers, department stores and other commercial organizations, and a score of other agencies helped.

Extent of the celebration.

As a result of this widespread cooperation several thousand American cities, towns, and rural communities organized and celebrated baby weeks. The number of local campaigns held in the United States of which the Children's Bureau afterwards received authentic reports was 2,100. Requests for pamphlets and directions as to how to hold a baby week came to the bureau from 4,234 communities. Just what proportion of these inquiries actually resulted in celebrations can not be estimated. After baby week the bureau sent to each of the communities with which there had been correspondence a special request for a report on the local celebration. Less than one-half of these replied, but these replies and authentic reports received from other sources gave the bureau a record of 2,100 celebrations. Indefinite reports, too vague to list, indicate that this number is far below the total.

Campaigns were reported from every State, as is shown in the frontispiece map and in the following statement:

State.	Number of communities reporting a baby-week campaign.	State.	Number of communities reporting a baby-week campaign.
United States.....	2, 100	Montana.....	17
Alabama.....	30	Nebraska.....	129
Arizona.....	5	Nevada.....	8
Arkansas.....	43	New Hampshire.....	17
California.....	34	New Jersey.....	42
Colorado.....	12	New Mexico.....	10
Connecticut.....	11	New York.....	64
Delaware.....	4	North Carolina.....	15
District of Columbia.....	1	North Dakota.....	60
Florida.....	18	Ohio.....	64
Georgia.....	53	Oklahoma.....	15
Idaho.....	12	Oregon.....	8
Illinois.....	71	Pennsylvania.....	82
Indiana.....	35	Rhode Island.....	22
Iowa.....	75	South Carolina.....	23
Kansas.....	425	South Dakota.....	16
Kentucky.....	29	Tennessee.....	36
Louisiana.....	48	Texas.....	115
Maine.....	15	Utah.....	12
Maryland.....	6	Vermont.....	30
Massachusetts.....	47	Virginia.....	6
Michigan.....	42	Washington.....	53.
Minnesota.....	26	West Virginia.....	13
Mississippi.....	15	Wisconsin.....	83
Missouri.....	83	Wyoming.....	20

The names of the communities reporting celebrations of baby week are given in a list in the appendix, pages 101 to 108.

Of the 50 cities in the United States which are recorded in the census of 1910 as having a population of 100,000 or over, only 3 failed to report celebrations. Nearly 700 of the celebrations took place in small villages or rural districts. The idea was adopted in a few instances even in territory outside the limits of the United States; three campaigns were reported from Canada and one from the Isle of Pines, West Indies. Rumors, but no definite reports, were received about a baby week in Alaska, and a detailed report came from Honolulu.

Much that is interesting and picturesque is reported from remote communities, and the baby-week idea found an eager response everywhere. The Indian reservations held their baby weeks. In Colorado a town 40 miles from the railroad celebrated; in California one in the middle of the desert. One mother brought her two children on an all-night journey to the conference in a Pacific coast city. A report of the successful celebration in Honolulu says: "We were

afraid no Orientals would enter their babies, but they did." And the report goes on to tell of the great interest of the native mothers after they once understood the meaning of the celebration.

Most interesting of all the reports are those from places where one person or a small group of persons has worked against great odds to make a community see the value of baby week and has succeeded in stirring a genuine interest and holding a successful celebration. From one such town on the Pacific coast comes the record of a modest celebration whose promoter, fully conscious of its shortcomings, adds: "Next year we hope to have a baby week *right*." In one northern New York town a dauntless woman initiated the idea and carried it through practically without help and against great odds because of bad weather. Bad weather and illness on the part of the committee members were frequent obstacles triumphantly overcome. One California town with a favorable climate and a negligible baby death rate showed a praiseworthy modesty, appreciating the fact that there was much to be learned about infant welfare, and held a baby week which was well attended. Towns where the one logical obstacle to a celebration existed, namely, a shortage of babies, held celebrations nevertheless for all children under school age. In two or three towns where it was impossible to find people to undertake committee work involving time, simple but effective campaigns were made merely by securing and distributing leaflets. This method of awakening interest will doubtless bear fruit another year. A South Dakota town holds the record for speed; work started on a Wednesday, and the celebration began on Saturday of the same week.

Probably the most remarkable example of a baby week held under difficulties was a campaign which was launched and carried through by a tuberculosis patient in a Tennessee mountain town. She secured literature from the State health department and several of the national organizations and left it for distribution in the two stores of the town, where posters advertised the church and school meetings she had arranged. She furthermore helped two other towns—one by providing a speaker, and the other by donating the leaflets which were left over from the campaign in her own town.

Two closely adjoining towns in New Jersey, with a large industrial population and varied races, solved the problem of mixed elements in the community by a plan so simple and yet so unusual that it deserves special mention. They arranged a joint celebration, and their original program was the comprehensive and fairly elaborate one appropriate for a community of 30,000. A month later an exhibit went out in search of those people who had not come to see it when it was shown in the high school or in a window in the shopping district. For a week this exhibit was held in the heart of the

most congested district, and the committee reports that it thus succeeded in interesting many people whom even the visiting nurses had before been unable to reach. Later the exhibit was shown at the different schools in turn. Local doctors were also enlisted to help with the examination of babies.

Altogether the experiment of 1916 goes to show that there is no community too large or too small, too remote or too indifferent, for its smallest citizens to reap the benefits of a baby-week campaign.

Plans for 1917.

Baby week has been the means of launching so much of permanent good to the baby, it has proved so unexpectedly popular everywhere, and at the same time it has so generally aroused a determination to regard the 1916 baby week as only a beginning, that the General Federation of Women's Clubs and the Children's Bureau have decided to advocate a similar celebration in 1917. Not all of the 2,100 communities reporting a baby-week campaign in 1916 may find it wise to repeat the celebration in 1917; but the United States includes 14,186 incorporated cities, towns, and villages, and it is doubtful if among the thousands which have never had a baby day or baby week there is a single town or village which would not profit from such a campaign.

New and interesting features of baby-week celebrations reported from various communities are briefly described in the following pages. They are given merely as examples, suggestive for those who are preparing a campaign. It has been impossible to mention all the good campaigns reported to the Children's Bureau.

TYPICAL LOCAL CAMPAIGNS.

Organization.

The local initiative in organizing baby weeks usually came from the women's organizations, although where baby-saving societies were already well established these often took the first step. In one town that had no club nor organization whatsoever to initiate the campaign, a group of individuals simply came together and formed themselves into a committee. Occasionally, as has been said, it was one woman in a town who put through a program successfully.

The importance of cooperation was generally recognized, and the following statement from the report on a suburban baby week is typical:¹

Our baby week was quite successful. The best feature was, I think, the spirit with which the community as a whole entered into it and did their part—

¹ Many of the quoted reports have been slightly changed or condensed.

the churches, the doctors, schools, stores, and private individuals, both rich and poor, young and old. This is an unusual feature in this locality, where the general spirit is not always cooperative.

COST.

Expenses varied all the way from about \$4,000 spent by one middle western city to 35 cents spent by a southern village, \$2 spent by a Pacific coast town, and nothing at all spent for a baby week which had an enthusiastic constituency from both city and country.

Many campaigns were paid for in part or altogether by public funds. In South Carolina the State board of health contributed \$100 toward the campaign. The city of Los Angeles, Cal., subscribed \$500 toward the expenses of its celebration, and the county of Los Angeles appropriated \$1,000 more; private subscriptions brought the total a few dollars higher. In Sioux Falls, S. Dak., the city commissioners and county commissioners appropriated \$200 toward the celebration, the remainder coming from club contributions and benefit performances. The San Francisco committee received \$250 from the city. In Miami, Fla., the city council made a contribution, and in Salem, N. J., the city council gave \$25. Elsewhere the local health department not uncommonly contributed service, material, or money to the campaign.

Some committees were so successful in raising money that after they had paid the expense of the celebration they still had a good sum remaining with which to launch permanent work.

Campaigns in small towns and rural districts.

Small towns displayed even more ingenuity than the larger towns and cities in planning inexpensive devices and arranging programs which contained all the pith and value of the national idea without overtaxing the resources of the community. The reports from small towns in different parts of the country admirably illustrate the possibilities of baby week for small communities. From North Dakota, for example, comes the following:

BABY DAY IN A SCHOOLHOUSE.

We certainly observed baby week in our township. As you know, we are a rural club and only a dozen strong. We all live in or near school district No. 4; but most of the babies of our township are in district No. 2, so we held the examination of babies there. Our local editor gave us space for notices for five weeks before this. The school board let us have the schoolhouse and fuel free, and the merchants in town gave everything we needed from boards to safety pins. The arrangement committee loaded themselves and stuff on two spring wagons and drove up Saturday morning. The Methodist Church loaned us their Sunday-school screens. We used one-third of the schoolroom lengthwise

for the examination and clerks' rooms and left the seats as they were in the rest for the folks who might come.

We had white curtains, with green paper festooning and paper roses at the top. We put posters on the outside of the screen and over the side of the blackboards. The booklets we put on a stand and told folks to help themselves.

There were 27 babies in the township, from 6 months to 3½ years. Many people came to see it all, and 13 children were entered. The highest score was 98½ per cent and the lowest 83 per cent. Our three local doctors from town gave us the afternoon and we had one nurse in the township who helped. The doctors had never seen a scoring before and were much interested. Our clubs sent out invitations to the parents a week beforehand.

While the meeting was not large, we know it was a good beginning. The roads were a cross between snow banks and lakes, so we look for a better crowd next fall.

In our own corner we will use schoolhouse No. 4 for a social center this summer. Will have flower gardens for the children and are planning an open-air theater. The children will have a story hour once a week, and the evening of that day we are free to take our families and supper to the schoolhouse.

We have the Federation Magazine. If any other rural club thinks it can not hold a baby examination refer them to us. for it wakes up a township better than a presidential election.

The report from a New York town shows how committee work may be divided when one person takes the initiative. The writer is the president of the Women's Civic Improvement League.

GETTING READY FOR BABY WEEK.

First, I appointed a special baby-week celebration committee of five of my club members and drafted a tentative plan for the committee to use as a basis for its work.

One member of the committee was responsible for the press or publicity campaign. We sent to the Children's Bureau for material to use in this work. Another member was responsible for the musical part of the special Friday afternoon celebration. Two members looked after getting the merchants to decorate their windows. Two looked after securing speakers.

We asked the merchants to have windows decorated with baby things all the week. They responded enthusiastically.

THE CELEBRATION.

In the school two physicians gave talks on what the brothers and sisters could do for the little baby; this in the grades.

In the churches the ministers responded readily to our request that they preach on the subject of the baby.

On Friday, March 10, we had a special celebration at 3 p. m., open to all women of the village. We had some good music—singing by 10 tiny girls and lullabies by two of our best soloists; recitations, as a bit of humor, about the baby; two splendid talks by local physicians, one on the expectant mother and the other on the new mother with the new baby. As a member of the child-welfare board I gave a brief explanation of the welfare law and its workings in our county. We had two trained nurses in uniform, who displayed a complete but simple layette and dressed a big doll many times to show young mothers just how the little baby should be dressed; they also showed the simple

remedies and appurtenances of all kinds that should be kept on hand for the baby and mother. The day of this meeting was one of the worst of the winter—sleet and snow and very cold—but we had 200 women present. We gave out quantities of excellent literature on children and their care.

The doctors both had many individual inquiries on the days following the celebration, which showed that attention had been given to what they said.

From the Pacific coast comes the following report of a two-day celebration, showing one of the most carefully worked out programs of the year in a town of 500 inhabitants.

COMMITTEES APPOINTED.

Ours is a small community, comprising about 500 people. We held our first baby-week campaign, combined with a child-welfare exhibit, on March 10 to 12, 1916. The Camp Fire Girls sent invitations to the other organizations of the place to join them in undertaking the campaign. The Rebekas, the Grange, the Ladies' Improvement Club, and the Ladies' Aid Society each responded by appointing one of their members to represent them on a central committee. The cradle-roll superintendent of the Sunday school, the local physician, the principal of the school, the local cartoonist, the local editor, and all other people interested enough to attend the meetings completed the membership of this central committee.

SENDING FOR LITERATURE.

In January the guardian of the Camp Fire Girls sent for the publications of the Children's Bureau on baby-week campaigns and child-welfare exhibits and followed this up with letters asking for advice or literature from the following: State superintendent of public instruction, the Children's Orthopedic Hospital of Seattle, the Washington State Board of Health, the State federation of women's clubs, the children's department of the Seattle Public Library, the extension departments of the State university and the State college, State Sunday-school workers, and the three Federal agencies—Bureau of Education, Children's Bureau, and the Department of Agriculture. A good supply of literature was received for distribution. The Department of Agriculture sent 50 of the following bulletins, which applied especially to the rural conditions of this vicinity: Nos. 480, 463, 478, 255, 393, 375, 359, 607, 608, 602, 363, 563, 679, 444, 377, 256, 526, 170, 535, 432, and 182.

SURVEY, EXHIBITS, AND CONFERENCE.

The Camp Fire Girls made a survey of the children in the community, enlarging the term "babies" to include all children not old enough to go to school. Fifty-two were reported.

Next came the assigning of exhibits to the different organizations.

The Ladies' Improvement Club assisted the local physician in undertaking the baby-health conference. Appointments for examinations of the babies were made by the club and circulated by the school children. In response to these appointments the mothers brought the babies from long distances and seemed glad to have the opportunity of knowing more about their babies' physical condition. The score card, without the contest, seemed especially attractive to the mothers. Twenty-one children were examined, the large majority of whom proved to be healthy country children, although several cases of adenoids were reported.

The Ladies' Aid Society was responsible for exhibiting the meals for one day for a child from 2 to 4 years old. One of the Camp Fire Girls made an exhibit of a glass of milk and its equivalents in other foods. The class in animal husbandry at the school performed the test for fat in milk, which proved very interesting to the adults.

The Rebekas took charge of the playroom and had an exhibit of good and bad toys. These proved especially attractive to the country children, who do not have the toy departments of the large city stores to stimulate their imagination. A long panel for decorating children's rooms was labeled "Children's Pictures for Children—Teach children through pictures," and consisted of an attractive row of colored magazine pictures of children and their interests.

The Camp Fire Girls had two dolls dressed to represent babies properly clothed for winter and summer, together with a trained-nurse doll. Besides this exhibit, two of the Camp Fire Girls presided over the homes of Mrs. Do Care and Mrs. Don't Care. They dressed the parts and had all their doll furniture properly fitted up, and fitting pictures on the wall. The neatly set table and the doll carriage screened with fly netting were in sharp contrast to the dirty table and the doll unprotected in the other carriage.

Along with this, the Grange had an exhibit of Mrs. Do Care's **THRIFTY MARKET BASKET** and Mrs. Don't Care's **THOUGHTLESS MARKET BASKET**. These were compiled from the table of food values sent out from Pullman, and were made up of the usual amounts bought at the store. The thrifty market basket cost \$1.86 and contained 532 protein grams and 16,913 calories, these foods being one 16-ounce loaf of homemade bread, 1 pound corn meal, 1 pound oatmeal, 1 pound raisins, 1 pound prunes, 1 package dates, 2 pounds fresh peaches, 1 quart milk, $\frac{1}{2}$ pound butter, $\frac{1}{2}$ pound cheese, $\frac{1}{2}$ dozen eggs, 1 pound potatoes, 1 pound navy beans, 1 pound carrots, 1 pound veal shoulder, 1 pound lamb loin, $\frac{1}{2}$ pound sugar, $\frac{1}{2}$ pound peanuts, and $\frac{1}{2}$ pound cocoa. The thoughtless market basket cost \$1.90 and contained 135 protein grams and 4,382 calories, or one-fourth as much food as the other basket at a cost of 4 cents more. In this basket were 2 packages prepared cereal, 1 dozen oranges, 1 can peaches, $\frac{1}{2}$ pound tea, $\frac{1}{2}$ pound coffee, 1 can tomatoes, 1 can dried beef, 1 half-pint jar pickles.

The bulletin desk was presided over by the guardian and some of the Camp Fire Girls, and was an exhibit in itself.

FORTY POSTERS AT SMALL COST.

The main part of the exhibit was made up of 40 posters prepared by the Camp Fire guardian. The rubber stamping outfit of the school was used, and a roll of butcher's paper 20 inches wide was secured. The posters varied from 3 to 4 feet in length and were illustrated with magazine pictures, photographs, copies of cartoons, and striking phrases printed in large type. A few cartoons were made by the local artists; among these were: How High is the Wall in Our Town? Is Your Farm Like This or This? and Adenoids and Their Effect.

The posters dealt with general information about baby week and about the Children's Bureau; the baby-health conference and the benefit of physical examination; contagious diseases, flies, typhoid, milk, teeth, general health; patent medicines and other fake cures; children's books, and books on story telling for mothers, and the older child's good and poor books; the Children's Bureau publications, Prenatal Care and Infant Care. A pad was provided for the signatures of mothers desiring to secure these last two bulletins.

INFORMAL TALKS AND DISCUSSIONS.

The baby-week program and the child-welfare exhibit were held at the school-house, the exhibit being open Friday evening, all day Saturday, and Sunday afternoon. The program Friday evening consisted of a talk on milk and teeth by the local physician, a talk by the local lawyer on the State laws as they affect the homes and the children in the homes, especially birth-registration and quarantine laws, and then a talk on the What, Why, and How of Story Telling by the local primary teacher.

The cradle-roll program for Baby Sunday was held at the church, and six questions given out to the parents the week before were discussed by them at this meeting. The questions had to do with problems of child life that puzzle all mothers and educators. The primary department had a special song, and there was special music throughout the service.

It is felt that the very newness of such work in a rural community is something of a handicap in itself. While much was accomplished by this first attempt, it has opened the way for similar work along still broader lines.

TOTAL EXPENSES, TWO DOLLARS.

Our expense account of \$2 was apportioned as follows: Butcher's paper, 25 cents; postage, 75 cents; and freight on the educational charts loaned by the State superintendent of instruction, \$1. Butcher's paper is cheap, and a good color, and heavy enough so that it does not curl easily. There were several advantages in using the paper on one long roll, as we could use different lengths easily. We used the photographs in the pamphlet on exhibits to illustrate our posters, and other similar photographs were taken from other publications.

COMMUNITY NEEDS AND GENERAL RESULTS.

We feel that the danger from contagious diseases, the need of a strict quarantine, the danger from flies, bad milk, unclean stables, and bad farm sanitation need publicity in rural communities. Our whole county does not boast of one kindergarten, and the idea of the value of play for children, both young and older, is very poorly understood. A popular proverb in these parts is, "Only babies and monkeys need amusing." It was very interesting to see the play-hungry children hover over the toy exhibit and to watch them as they listened to the primary teacher tell them stories. The average farm mother has so much to do that she often feels she has not time to tell stories to the children, feeling that their undirected outdoor play should suffice.

The older people of the community were apt to be skeptical about this new campaign, thinking that country children were so much healthier than city children that there was no need of a campaign on their behalf. The examination of the babies proved that they did rank very high, but adenoids and other troubles presented themselves from time to time. The young mothers who brought their children seemed so interested, and so frankly acknowledged the helpfulness of the work, that it seemed altogether worth while.

From a small town in Wisconsin, where much preliminary work needed to be done to stir the people's interest, comes this report of work courageously undertaken:

A city federation has been organized here and we have started the better-baby campaign, March 5 to 11.

We only had a committee of seven and no funds to work with, but we had free use of the newspapers, and our posters one lady kindly had printed at her own expense. Each of our churches had a Baby Sunday. The merchants decorated their windows. A local doctor gave a talk to mothers in each ward school and the program was furnished by the children. One ward had music.

Now we are having community singing in the high school to get the fathers and mothers both out, singing old songs, which are proving very popular, and everyone seems to enjoy the singing, the second meeting calling a larger crowd than the first.

We are also getting the mothers out evenings, a ward at a time, and have talks, music, little stories played out by the children, and serve light refreshments. We are going to work to get a visiting nurse now.

In Illinois a successful baby week was carried on by a club of farm women covering seven school districts. As a result of their work together, they plan to secure medical inspection of the schools and a school nurse. From a rural district in the State of Washington, comprising but 40 families, comes the report of a successful program. This community was represented by two or three clubs of a dozen members each, whose members lived sometimes 4 miles apart.

The report from a North Carolina mill town tells of a baby week which consisted of meetings for the mill mothers. The women were enthusiastic and wanted a club started. Although this town held one of the least expensive campaigns—they spent in all 35 cents—the results of their enterprise bid fair to rank on the list of significant achievements, for they plan to acquire both medical inspection and a district nurse.

County campaigns.

Under some circumstances the county, or a section of the county, rather than the town proved the logical unit in working out the baby-week celebration. For example, in several Pennsylvania counties the county organization of the civics department of the State federation of women's clubs, with the assistance of the county medical society, the county organization of the W. C. T. U., and other agencies, organized campaigns on county lines. Sometimes, as in northern Westchester County, N. Y., the field of activity of the local organization—in this case the Visiting Nurse Association—was a section of the county. The great advantage of the county unit was that one exhibit served in rotation for a series of towns.

A slightly different form of county organization was that in which the small rural towns acted as feeders for the main celebration which was held in the county seat or main town. From Memphis, Tenn., comes an unusual report, showing how the celebration in a city may be participated in by the whole countryside:

The baby-week campaign in Shelby County was promoted by the Nineteenth Century Club and the Bureau of Farm Development, and it is a pleasure to report a campaign unique in several ways. First. The promoters secured the

cooperation of all organized bodies of Memphis and Shelby County, both men and women, the general committee being composed of one representative from each organization. Second. It was not just a city campaign but was county-wide, 16 lecture centers were selected in the county and 3 in the city, and a general exhibit was held in Memphis. The women's clubs acted as hostesses at this general exhibit. Third. The campaign, which was fed by 16 rural centers, did not cost one cent, not even the expense of a postage stamp. The men in Memphis responded as enthusiastically as the women. One of the most interesting examples of the result of this spirit of cooperation was the large banner which was hung across the principal street. One man gave the canvas for the banner; another man took care of the printing; another man attended to the eyelets; a fourth furnished the rope; and still another placed the banner in position. Of course, the headquarters was offered free to the committee. One business concern furnished the ice, another the coal, and even the laundry work was taken care of without any expense to the committee. Our slogan, "Cooperation and Service," was carried out from start to finish.

The main exhibit hall was open for one week and the attendance was over 15,000; 50,000 bulletins were distributed and 400 babies were examined at clinics. The exhibit was solely an educational one, and three lectures each day were given. All stores throughout city and county displayed baby windows and used their daily newspaper space to advertise the baby week.

Baby day was very successful in all the rural cooperative clubs of Shelby County, with lectures and baby parades. The inclosed pictures may give you an idea of how they cooperated with the city exhibits by running baby specials for the baby clinics. (See illus. No. 2.)

From the Shelby County Cooperative Club come suggestions for a program which any grange would find suitable:

1. Each member to answer roll call with a good idea for the care of babies.
2. How can this community better its conditions for babies?
3. Report on sanitary conditions of the community which affect babies.
4. Baby foes.
5. What do the school and the community offer in the way of playgrounds?
6. What does the community offer in the way of libraries?

The next report shows what was done in an enterprising Alabama county:

ONE-DAY CELEBRATION AT THE COURTHOUSE.

Our first baby day was held in Centerville, Bibb County, Ala. It was an enthusiastic day for the better-baby cause. We posted our town with hand-made posters made of baby pictures and printed with crayons. We decorated the courthouse, where the speaking was held, darkened it as best we could and had magic lantern scenes and fine lectures on birth registration and talks by the president of the county medical association, before noon. Then a delightful dinner was served on the courthouse lawn by the ladies of the town to everyone present.

AUTOMOBILE RIDE, LECTURES, AND EXAMINATION OF BABIES.

As soon as dinner was over all of the mothers and babies were taken to ride in automobiles decorated with big pompons of baby colors in crepe paper

and pennants, "Save the kiddies" and "Save the babies." This ride was thoroughly enjoyed.

After the ride the main lecture of the day was delivered by a baby specialist, but before he spoke two of the Bibb County High School boys made fine speeches on screening and sanitation. In the afternoon addresses were delivered to a packed house. The program for the whole day was fine. It was educational throughout and delivered with enthusiastic spirit.

I gave the 100 small pennants, "Save the kiddies," to mothers only, and I should say that we had 108 or 110 mothers, as my pennants gave out before I got around to all. On the bulletin board in the courthouse the county health officer wrote out the record of 44 babies examined. Counting out two schools who were present in full in the afternoon, I should say we had 600 present.

HELP FROM EVERYONE.

The three churches helped with the preparations. The Boy Scouts and the Bibb County High School helped wonderfully. They deserve praise. The boys made the screened bed and helped all they could with the decorations, running errands, etc.

We had no infant-welfare exhibit because we were too late in applying for one, but we had demonstrations of washing and dressing a baby and in preparing its food.

We gave no plays to raise money; the citizens and doctors of the county paid the bills, amounting to \$34, and they did it gladly.

FOLLOW-UP WORK AND ITS EFFECT ON THE COUNTY.

As follow-up work we plan perfect birth registration in Bibb County and two added laws requiring that our girls shall be taught by domestic-science teachers the preparation of baby foods and have lectures during the school year on infant and child welfare by physicians, nurses, and teachers; also the continuation of the present health program by doctors. This follow-up work, just mentioned, we are getting in shape now.

We are going to have another baby day at Marvel, Ala., in Bibb County, in about a week. We are going to saturate Bibb County with the good-health and better-baby idea. And it may be that Blocton, in this county, will also have a baby day.

I only wish that the great success of our baby day would be an incentive to other places to hold such meetings as we have had.

The following description of the celebration held at Tuskegee, Ala., under the auspices of the Women's Club of the Tuskegee Normal and Industrial Institute, illustrates again how invaluable the celebration in a town may be to the countryside.

We closed our campaign feeling sure that we had accomplished our purpose. The whole town is interested in babies. We have shown the people the need of better homes and better mothers and that, having these, there will develop better communities and citizens. Our slogan was "Better babies, better mothers, and a better community." We planned not only to help our own community but to send out groups to the rural communities near by. The teachers in these communities were the Tuskegee Normal and Industrial Institute graduates. We had from the beginning their sympathy and support. Each of these places was visited early in February and the teachers advised

as to the time and kind of meetings we wished to hold. We went as far as 10 miles to hold meetings. We sent the plans for the campaign to places in Mississippi and to a high school in Coosa County, Ala.

We had no money for the campaign and the time was short. We began the preparations in February. Everything needed was donated, from a nail to an automobile, and the women of the club gave their services. The Handicrafters' Club gave a white banner with "Better babies" in blue letters. The Mothers' Improvement Club, of the children's house, gave two bolts of ribbon. The Mothers' Club of the town of Tuskegee helped; all the departments of the school contributed to the campaign; the students were anxious to help and worked early and late. We had to present the club with a bill of only \$4.

On Sunday at the institute the preaching service was excellent and set the keynote for the whole week; there was a woman's meeting at 2 p. m. At the same hour meetings were held for little girls, for men, and for little boys, all of which were good. Our chaplain, the Y. M. C. A. secretary, two doctors, and a trained nurse had charge of these. The Sunday-school service and cradle roll were held in three Greenwood churches in charge of ministers teaching in the Bible-training school. They each had a mother and some young women teachers to help. Preparedness for parenthood, and better children, morally, physically, and mentally, were the topics on Sunday, and they were so forcibly presented that all were impressed.

The ladies that went into the country carried nurses with them; the nurses gave demonstrations of how a baby should be bathed, and the ladies spoke of the need of preparing for motherhood and how women were looking at this subject to-day. You know in these places we meet the dear old-time nurses and they know they did their work well; these very women could see the need of the young women being taught and were deeply interested. We carried some literature, which was gratefully received. The best meetings were at Harris Barrett School and at Baldwin Farms. Our former head nurse carried a party out to the latter place. It was a very cold day and they had the wind in their faces all the way. The drive was 10 miles.

Our parade was a great success. It brought the family to the front and every man was proud of his wife and babies. I would recommend a parade for any campaign, if the community is a healthful one; the effect is inspiring. We had seven grades of the public school marching with placards on poles, saying "Don't kiss the baby," "Keep the flies off the baby," "Give the baby a drink of water," etc. We had the school band and an escort of officers from the battalion. A large national flag was carried and a banner of white with "Better babies" in blue; the banner was carried by a large boy and the ribbons held by four small girls. Then came the autos full of mothers and babies; the last two were an auto and autotruck full of kindergarten children; all the autos were decorated.

Having no place for an exhibit all the week, we took only one feature and that was foods. The head nurse from our hospital, assisted by four senior nurses, showed the right amount of milk to give a baby, and how to prepare it, and the daily meals for children from 1 to 3 years; we used placards to emphasize the feeding of the baby at this meeting; appropriate music was sung. This was Friday night. The Theft of Thistledown was most beautifully rendered Saturday night. We introduced a lot of fairies dressed in different colors trimmed with tinsel and stars; these fairies were trained to do different group dances and a solo dance for the amusement of the queen; we had two pieces of orchestra music, a short address, and then the play. The lesson of the play was well understood.

We had the support of a physician, who spoke at the school and went out in the country twice; he is deeply interested in this work, as we all are here at the institute; much good work has been done along all health lines.

Our babies are truly better babies.

Campaigns in large cities.

The following report of baby week in Boston, held under the auspices of the Boston City Federation of Women's Clubs, gives a good example of the decentralized method of handling the campaign, which apparently has proved most successful in large cities. Baby week in Boston is also an example of the fact that in a city where satisfactory baby-welfare work has been carried on for years the people actually engaged in these activities may well form the nucleus of the baby-week committees:

Nine of the 11 districts comprising Boston proper took part in the national baby-week campaign, March 4 to 11, 1916. These districts were: Boston, Central, South End, and North and West Ends; Charlestown; Dorchester; East Boston; Hyde Park; Jamaica Plain; Roxbury; South Boston; West Roxbury.

In Boston proper over 40 organizations cooperated; in Charlestown, 6; in Dorchester, 24; in East Boston, 10; in Hyde Park, 3; in Jamaica Plain, 3; in Roxbury, 14; in South Boston, 7; and in West Roxbury, 7.

Two hundred and fifty people served on the various campaign committees—23 in Boston proper; 35 in Charlestown; 75 in Dorchester; 50 in East Boston; 5 in Hyde Park; 8 in Jamaica Plain; 13 in Roxbury; 26 in South Boston; and 15 in West Roxbury.

The week's program comprised baby-welfare exhibits and talks at three department stores; some of these talks were illustrated with stereopticon slides, and all were followed by questions. There were public meetings at Ford Hall, Tremont Temple, and the public library. Child-welfare and public-health motion pictures were given at some of the motion-picture theaters. The baby button was sold on the streets, in hotels, and in stores. Groups from some districts were escorted to the central exhibits with interpreters. Large posters, flags, and literature were distributed in many neighborhoods. There were window exhibits in department and drug stores. A play was given in two districts (Roxbury and East Boston); fathers' day was celebrated in one district (Roxbury). A baby conference was held in one district (Dorchester). The Milk and Baby Hygiene Association gave special talks and refreshments at its regular conferences. Altogether there were 107 meetings and talks—81 in Boston proper; 4 in Charlestown; 9 in Dorchester; 1 in East Boston; 2 in Hyde Park; 2 in Jamaica Plain; 5 in Roxbury; 1 in South Boston; and 2 in West Roxbury.

The following subjects were discussed at the meetings and talks: The meaning of baby week; prenatal care; care of the child at birth; care of the young child; public-health nurse; care of the mother before and at childbirth; relation of good housing, clean streets, and flies to baby welfare; relation of alcohol to baby welfare; recognition and prevention of contagious diseases in infancy; care of eyes, ears, nose, mouth, and skin of babies; mental training of young children; clean milk; birth registration.

Approximately 15,499 people attended the meetings and talks—10,870 in Boston proper; 429 in Charlestown; 1,260 in Dorchester; 250 in East Boston; 800 in Hyde Park; 65 in Jamaica Plain; 800 in Roxbury; 600 in South Boston; and 425 in West Roxbury.

Exhibits were loaned by the Massachusetts State Department of Health, Massachusetts Commission for the Blind, Boston City Board of Health, Tufts College Medical School, Infants' Hospital, Instructive District Nursing Association (loaned in triplicate), Women's Municipal League, Milk and Baby Hygiene Association, and Scientific Temperance Federation. These exhibits required 18,780 square feet of wall space and 1,731 square feet of floor space. In addition to these exhibits, which were in three department stores in Boston proper, nearly all the districts had exhibits, at meetings and in stores, of correct baby clothing, etc., and of appliances for feeding and bathing the baby. Roxbury devoted one room at the Norfolk House Center to this class of exhibits, with the addition of pictures of bathing, clothing, etc.

A children's meeting at the Bowdoin Square Theater was arranged for the first morning of baby week. Nearly 2,000 children attended, and enjoyed motion pictures and baby-welfare and public-health plays. The children retained their tickets of admission, upon the backs of which were printed the program for the ensuing week. Two plays were presented: Zona Gale's play, *Neighbors*, was given by the East Boston Home Club at one of its meetings, and at one of the Roxbury meetings was presented *The Theft of Thistledown*.

In addition to those mentioned above, baby-welfare and public-health motion pictures were given at meetings in Dorchester, Hyde Park, and South Boston. Demonstrations of dressing and bathing the baby were given in connection with all the exhibits.

Baby Sabbath and Baby Sunday were very generally marked by notices of baby week being read from the pulpits, with, in many cases, additional remarks by the officiating ministers. The opening day of baby week was celebrated as button day, and baby buttons were sold throughout the city, in the streets, hotels, and stores. Flag day, marked by the display of a flag in each house containing a baby under 1 year of age, was celebrated in East Boston. A fathers' day with a special meeting was celebrated in Roxbury.

Publicity was obtained through the newspapers, as well as through posters, flyers, and programs. Press notices were given by all the Boston Sunday and daily papers, including the Italian and Polish papers; and by the local papers in Charlestown, Dorchester, East Boston (including Jewish and Italian), Hyde Park, Jamaica Plain, and South Boston.

A baby-health conference was held in one district, Roxbury, at which 35 babies were examined.

No special printed matter was issued except the programs, flyers, posters, and tickets, but a great many copies of pamphlets were distributed. These pamphlets were Children's Bureau bulletins, Massachusetts State Department of Health pamphlets, Boston City Board of Health pamphlets (in four languages), Women's Municipal League pamphlets, Metropolitan Life Insurance Co.'s pamphlets (in four languages), and Milk and Baby Hygiene Association and Instructive District Nursing Association cards.

The hall of the Charlestown School Center was decorated with baby pictures loaned by the Boston Public Library.

The approximate expense of baby week in Boston was \$764.24, divided as follows: Boston proper, \$636.04; Charlestown, \$4.20; Dorchester, \$34.25; East Boston, \$19; Hyde Park, \$15; Jamaica Plain, \$15; Roxbury, \$15.75; South Boston, \$15; and West Roxbury, \$10.

Plans for follow-up work to promote baby welfare include intensive work along the lines already existing. In addition, Roxbury plans to hand the diagnosis of each child made by the doctors in charge of the baby conference to the neighborhood houses in whose district the child lives, for follow-up work. And South Boston has some publicity plans under way for April.

The following account of the baby week held in Rockford, Ill., illustrates organization, committees, publicity, etc., for a city celebration carried out as a single unit. Rockford has a population of about 45,000, according to the Federal census of 1910.

Plans for Rockford's baby-week campaign were initiated by the woman's club, acting through its president and the chairman of its child-welfare committee. In their names, invitations for a preliminary meeting were sent to all the organizations in the city most likely to be interested in the project, including the city administration, represented by the mayor and the health commissioner, the county medical society, the city hospital, visiting nurses, public-welfare bureau, ministers' union, newspapers, chamber of commerce, superintendent of schools, all representative women's clubs, parent-teachers' associations, etc. The 40 invitations issued brought 40 acceptances, and the preliminary meeting, which took the form of a luncheon, developed much enthusiasm. Here temporary organization was effected, the president of the woman's club being chosen temporary chairman and empowered to appoint an executive committee to which all details of the enterprise should be intrusted.

The membership of this committee included the president of the woman's club, the president of the county medical society, the health commissioner, the superintendent of the city hospital, a professor of physiology from Rockford College, the superintendent of schools, and a representative each from the chamber of commerce (whose secretary also served on the committee), the ministers' union, and the four representative women's clubs. Chairmen of committees were appointed as follows:

Exhibits, the professor of physiology in Rockford College.

Finance, the health commissioner.

Education and publicity, the president of the county medical society.

Sunday observance, a member of the ministers' union.

Demonstration and mothers' conferences, the superintendent of the city hospital.

Building, a member of the chamber of commerce.

Beginning three weeks before the 4th of March daily articles concerning the purposes and import of baby week or dealing with one or another neglected phase of the care of the baby, were printed in the three local papers and continued up to the time of the opening of the exhibit. In addition one comprehensive article each was sent to the Swedish and German weeklies and to all the immediately adjoining country papers.

The actual observance of baby week began on the 5th, with addresses from the various pulpits. On Monday, Tuesday, and Wednesday the Boy Scouts carried a United States flag into every home in the city where there was a baby under 1 year old whose birth had been registered. With the flag a pamphlet on the care of the baby was sent into every English-speaking home and a leaflet, locally prepared and printed in English, Swedish, Polish, and Italian, into every home where one of these languages was spoken. Inserted in these was an invitation to the baby-welfare exhibit. Twelve hundred baby buttons, paid for by the physicians and druggists, were given away during the week, and 300 attractive posters were put up about the city. On Tuesday afternoon the executive secretary of the Infant Welfare Association of Chicago delivered an address before the woman's club and its invited guests. Throughout the week the newspapers printed educational articles, fly-pest and birth-registration motion pictures were shown at the local theater houses, and the merchants of the city dressed their windows with baby goods.

The baby-welfare exhibit was formally opened Wednesday evening, with addresses by the mayor, the president of the county medical society, and the superintendent of the city hospital, and there was an attendance of 225 people in the hour and a half during which it was kept open. Evidently all of these 225 turned boosters for the cause, as the attendance increased steadily, reaching its climax on Saturday, when 3,800 visitors were recorded. Numerous requests to keep open at least one more day caused the committee to open the doors again on Sunday noon, and when they closed them at 10 o'clock that evening the attendance for the three and a half days totaled 9,666 people. Mothers' conferences, in charge of the visiting nurses and a committee of doctors, were held each afternoon from 2 until 4 o'clock, and each evening talks were made by physicians in a separate room. Both features proved very popular, and our quarters were inadequate for the people who desired to attend them. Throughout the exhibit trained nurses were constantly on hand to demonstrate and answer questions, and rotary committees from the various women's clubs took charge of the attendance.

The serious and interested attitude of the people visiting the exhibit was particularly impressive. It was an excellent exhibit, broad enough and ingenious enough to appeal to the many kinds of people who viewed it; nevertheless the uniform interest and seriousness with which toothless grandmothers, young mothers with babies in their arms, high-school boys, solemn husbands innumerable, "little mothers," and small boys regarded it filled us with surprise as well as gratification. The thing was an astonishing success, and it was a success because the people welcomed it eagerly.

Our expenditures amounted to \$356.57. They were kept down to this very low figure by our success in getting all the work done by volunteers. Experts were chosen to head each committee, the best resources of the city being freely drawn upon. The wall panels were designed and executed entirely without cost, the necessary research work and the lettering and sketching being done by volunteers; the Rockford leaflet was written by local physicians and translated into three languages by local priests; all secretarial work was done without charge, and the use of the rooms in which the exhibit was held was given by the W. C. T. U. The exhibit consisted of electrical devices loaned by the State, still models, wall panels, cartoons, three-dimension exhibits, and living demonstrations.

Follow-up work to be done this year will include:

A committee that will endeavor to have the State law in regard to birth registration enforced and will mail a Rockford leaflet to each new baby whose birth is registered.

A committee to investigate and make recommendations concerning Rockford's midwife problem.

The establishment of a permanent baby-saving station in the most crowded part of the city, where mothers' conferences, in charge of a doctor and the visiting nurses, will be held regularly throughout the year. Plans for this are already advanced, and its establishment is virtually assured.

A committee to cooperate with the city health department in inspecting the handling of milk in the city.

A few cities have published printed reports of their baby-week campaigns. These include the following:

Greater New York Baby Week, published by the New York Milk Committee, 105 East Twenty-second Street, New York City.

Philadelphia's Baby Week, published by the executive committee of the Philadelphia baby week. Copies may be obtained from the

director of the department of public health and charities, City Hall, Philadelphia, Pa.

Los Angeles Celebration, Nation-Wide Baby Week, published by executive committee nation-wide baby week, Dr. Maud Wilde, chairman, 1437 Calumet Avenue, Los Angeles, Cal.

STATE CAMPAIGNS.

The State agencies most prominent in stimulating local communities to celebrate baby week were the State federations of women's clubs, the State boards or departments of health, and the extension divisions of State universities or agricultural colleges. Frequently other State organizations threw their resources into the work. While there were many successful local campaigns in States where no State-wide plan was developed, the States where two or more agencies worked together and plans were well outlined some time in advance show the largest numbers of uniformly good celebrations.

Governors' proclamations.

In many States the governors issued proclamations. The following is an example:

Through the activity of the Federal Children's Bureau and the General Federation of Women's Clubs great interest has been aroused the country over in the children's welfare movement. In our State many civic organizations and other associations, including the Ohio Federation of Women's Clubs and the Ohio State Board of Health, have given it enthusiastic cooperation and support. The welfare of the child is of the most vital importance to the perpetuity of our Nation and the advancement of our civilization. Infant mortality must be and can be reduced.

In cities of the United States the death rate among infants less than 1 year of age ranges from 70 per 1,000 to 250 per 1,000. That is, in some localities one-fourth of the babies die before they reach the age of 1 year. This frightful loss of life must be reduced; so far as possible, the "slaughter of the innocents" must be stopped.

Careful investigation is convincing to anyone that a large percentage of the infant mortality everywhere could be prevented by more adequate knowledge, more adequate attention to the problems of the morning of life. A high infant mortality rate means to the State and to the Nation pain and sorrow and economic waste that we can and must to a larger degree prevent. Every family, every community, every subdivision of the State, and the State itself is vitally concerned in any movement looking toward the improvement of conditions affecting child life.

It is therefore with a special interest and in hearty cooperation with the Federal Children's Bureau, the Ohio Federation of Women's Clubs, and the Ohio State Board of Health that, as governor of the State of Ohio, I designate the week beginning on March 4, 1916, as baby week, and the date of Friday, March 10, as a special school day in which the consideration of child welfare shall be uppermost in our schools, and I commend to the citizens of Ohio careful consideration of this important problem.

What State federations of women's clubs did.

To the women's organizations of the country belongs the chief credit for the widespread popularity of baby week. In some States a special baby-week chairman was appointed by the State Federation of Women's Clubs. Elsewhere the president of the federation undertook the work, or the State chairman of civics, home economics, or public health was assigned to the baby-week campaign. A valuable service was performed by these State chairmen in gathering information from the Federal Children's Bureau, the State boards of health, and the extension divisions of State universities and agricultural colleges; in giving publicity to the kinds of assistance that were available from the various State agencies; and in writing to individual clubs in different parts of the State and offering suggestions and model programs suited to local conditions.

STATE-WIDE PUBLICITY.

The following letter, circulated in Missouri, illustrates the type of letter sent out by State chairmen to each federated club in a State:

JANUARY 18, 1916.

DEAR MADAM: For the first time in the history of our country the women of the United States are asked by the Government to do a definite thing. The Children's Bureau, Washington, D. C., asks every community in our land to set aside some week this spring for baby week. The week chosen is March 4 to 11. If that week does not suit your local conditions, any other week may be chosen.

In cooperation with the General Federation of Women's Clubs and the American Medical Association this week is to be made national. One hundred million people are to be made to give some thought to the importance of babies. We hope that every house in all our country that can boast a baby under 3 years of age will signify this fact by placing on "the lintel and the two side posts" an American flag. This will say to the world, We have a baby, and we are trying to give it the best we can.

We must not stop with that. It must be made a week of community education on baby welfare. Every phase of baby care and culture must be illustrated and discussed.

Each club willing to devote this week or part of a week to work for the babies of its community should send a letter or postal addressed to the Children's Bureau, Washington, D. C., asking for directions and assistance, which will be sent you free of charge. While you are waiting for this bulletin to come, appoint the following committees: 1, General management; 2, Program; 3, Advertising and publicity; 4, Exhibits; 5, Medical examinations; 6, Window displays of all firms—drugs, groceries, clothing, books, amusements, furniture, etc.

This should be made a community affair, with the club women as leaders. Enlist the cooperation of every club woman in your town. Assign definite things to each organization, and the result will be an educational movement that shall bring much good to the whole community and in particular to the babies.

In New York State, with its many crowded centers of population, this letter of specific suggestions was used:

The following are some suggestions as to the special way that clubs can carry out the baby-week program:

1. Begin at once to secure the interest and cooperation of the public. Make a health survey of conditions in your community (have it ready to report in baby week) in regard to the following points: (a) Birth registration in 1915; were all the babies registered? (b) How many births were attended by midwives? (c) Mortality rate under 1 year; under 5 years? (d) Kind of milk used? Number of breast-fed babies? Any cases of ophthalmia neonatorum or tuberculosis among infants? Any poor health conditions in your city or village?

2. Have a baby exhibit. Secure one from the State if possible. This will not be possible in all places; but in every community a room can be secured and a nurse or intelligent mother put in charge. Into this room put a crib with a big doll in it, dressed as a baby should be. Secure charts and literature—as much as you can. Ask the State department of health for leaflets on prenatal care of mothers, proper care of infants, food, etc. Write to the Children's Bureau, Washington, D. C., and ask it to send helpful literature.

3. Sunday, March 5, have prepared a concise statement of the object of baby week with the location of your baby exhibit, stating what there is for mothers to see and learn. Ask each clergyman in your community to read this to his congregation, and urge the mothers to visit the exhibit.

4. Arrange to have as many lectures given during the week as possible. Start a crusade for a pasteurized milk supply (if you do not have it). Dr. Herman M. Biggs, State health commissioner, approves and strongly recommends the use of pasteurized milk in order to prevent deaths of infants as well as epidemics of typhoid, scarlet fever, and diphtheria.

5. Have a demonstration day. Demonstrate how to prepare foods for babies; how to wash, dress, and care for them in the best way.

6. Have a baby-clinic day. Secure the cooperation of physicians and nurses and give free examinations and advice to all mothers who will bring their babies to the baby exhibit.

7. Study and conference day. Study carefully the results of your health survey and the results of baby week. Confer with all organizations interested in a better community life. By carefully looking over the results, the weakest spots in local health work will become apparent, and by conference with all interested you can plan an effective remedy.

It is the earnest wish of the chairman of the public-health committee that every club in the State should observe baby week. If you can not carry out the entire plan, do as much as possible.

Another State chairman in Missouri sent an attractively printed card to the newspaper editors of the State, which served at once as an announcement and as an effective appeal for help:

TO THE EDITOR.

We need your cooperation in this NATION-WIDE BABY-WEEK Campaign

MARCH 4-11.

You are the TORCH that must go into every home and lead the way. Please ask the mayor of your town to issue a proclamation asking the cooperation of every citizen in the movement. Better Babies means a Better Nation. It is easier, better, and cheaper to prevent than to cure disease. I thank you for your past cooperation in our civic and health work.

(Signed)

Chairman.

In Mississippi the State federation called on the governor for a proclamation, arranged that news of the campaign be published in every daily paper in the State, and offered a prize for the best slogan.

COOPERATION WITH OTHER STATE ORGANIZATIONS.

The Wisconsin State campaign illustrates how the State federations and other State agencies cooperated. In November a circular letter was sent by the president of the State federation not only to federated clubs but also to interested women in towns where there were no federated clubs urging prompt action and giving the addresses of State organizations which would supply baby-week material and suggesting where speakers might be secured. Later a message on baby week was sent around again through the federation bulletin. Shortly afterwards the president reported:

I have written to various organizations and have received favorable replies promising active cooperation from the State health departments, the university-extension department, the library commission, and the Wisconsin Anti-Tuberculosis Association. They will furnish material and speakers. Probably I shall later receive replies from appeals for cooperation to other organizations.

In many States the chairman of the committee on home economics of the State federation was on the staff of the State agricultural college. This meant especially close cooperation between these two bodies, as in Nebraska, where the chairman, through her double affiliation, reached 200 unfederated women's clubs, of which 30 were rural and one 30 miles from the railroad.

PUBLISHING INFANT MORTALITY FIGURES.

The State chairman in Rhode Island sent out a printed notice devoted to the subject of baby death rates everywhere. With it she inclosed the table of infant mortality in Rhode Island towns,

which the State health department had compiled at the request of the baby-week committee and which supplied excellent arguments for local campaigns. (See p. 44.)

SECURING REPORTS OF LOCAL CAMPAIGNS.

After baby week was over, the State federation officers undertook to secure reports from each community. For example, the following letter, sent out by the State chairman in North Dakota, brought prompt and full answers, which were afterwards published in a special baby-week number of a local magazine:

Baby week in North Dakota has been a glorious success. Just how successful we can not tell until we get in the reports from all the clubs.

Will you please send me by return mail a complete report of everything that took place in your town in honor of baby week. What was the dominant note in the addresses given during the week? Please do not leave out anything; sermons, store decorations, newspaper publicity, exhibits, schools, club news will all be interesting.

I would like very much to have you report by March 17 at the latest. Write me whether you observed the week or not.

What State universities and agricultural colleges did.

Throughout the country the State universities and agricultural colleges gave invaluable aid. Speakers were sent from the faculties of the State universities, and the State agents of the agricultural colleges cooperated in local campaigns by turning attention to the baby's interests in their extension courses, farmers' weeks, and home makers' club work during baby week.

The following examples of the baby-week activities of a few State universities and agricultural colleges are merely typical of many.

The extension service of the University of Nebraska sent an outline of suggestions to 350 clubs. It assisted high-school teachers in preparing school celebrations, and it cooperated with women's clubs in constructing an exhibit which was circulated throughout the State after baby week. In Kansas the State agricultural college cooperated with the division of child hygiene of the State board of health in circulating board of health leaflets and pamphlets. The agricultural college itself prepared two series of slides, with accompanying lectures, which were sent out on circuit to ministers and reached 20 communities. More than 2,200 programs were distributed by the college among Kansas home makers' clubs.

The University of Texas sent baby-week circulars and leaflets to 87 communities and programs for schoolhouse meetings to about 1,500 communities. The Agricultural and Mechanical College of Texas supplied outlines for a baby week in rural communities and sent lecturers to 15 places. A few other State universities, notably

that of Wisconsin, supplied exhibit material, and several issued special pamphlets. The New York State College of Agriculture at Cornell University, for example, published bulletins on the preparation of food for little children, which were distributed at many baby-week exhibits.

The University of California Medical School authorities took an active part in campaigns in near-by communities. The Seattle baby-week exhibit included a model nursery prepared by the University of Washington.

The hearty good will expressed in the following letters from the extension professor of home economics of the Iowa State College and the director of the extension division of the Iowa State University is typical of the interest shown by colleges and universities in many States.

I am most happy to indorse the campaign for baby week. We shall be able to boost for it, since there are eight women on the road all the time. I shall be glad to have posters made and shall place these in every classroom, from now until March 4. This will call the matter to the attention of at least 13,000 women. Each woman in our extension department will be glad to spend some time each week explaining the plan and its purpose.

We shall be able to supply outlines for study and copies of literature on the care of children. You may count upon the most hearty cooperation from each member of our home economics extension staff.

I am glad to have your communication of October 28, relative to the nation-wide baby week, March 4 to 11, 1916. This division will be glad to cooperate with the women's clubs of Iowa for this week. We are duplicating our charts so that we now have available several sets of charts dealing with child welfare which can be used that week. Additional charts will be made as rapidly as possible. I hope to double the number of charts that we now have before that time.

The division stands ready to furnish the services of two trained physicians to be of service in this baby week also. Beyond this we have nothing available, owing to our limited amount of money.

The exhibit material, etc., which State universities and agricultural colleges report that they have for lending or for distribution, and the other kinds of assistance which they are prepared to render, are listed in the appendix, page 121.

What State health officers did.

Most of the State health officers saw in the proposed baby week an opportunity for carrying out educational work for infant welfare and promised the help of their departments. Many, however, on account of lack of appropriation, were unable to do very much. One New England health officer, who could not supply material in 1916, writes that he has now acquired exhibits, slides, and printed matter

for distribution and is ready to help. Doubtless with others the situation is similar.

Members of the State boards or departments of health offered their services as lecturers in many places. Florida detailed district assistants to help in local campaigns. In Indiana multigraphed circulars of suggestions were mailed in large numbers. Some State health officers identified themselves with the local celebration in the capital of the State and devoted their efforts to helping to perfect the program of one city.

Lantern slides and motion-picture films dealing with baby-health matters were supplied. Sometimes the latter took the form of very effective dramas; in one State the films were shown by the commercial motion-picture houses when not in use by the baby-week committee. Many State health departments lent exhibits or partial exhibits.

Baby weeks were usually celebrated at the same date throughout the State, and the difficulty of getting up exhibits in a form sufficiently inexpensive to be reproduced many times was a tax on ingenuity. The commissioner of health of Pennsylvania, who believes that it is wholesome for every town to construct part of its own exhibit locally, had inexpensive incomplete exhibits which he supplied to 24 localities in one week. In all there was enough of this material to cover 1,000 feet of wall space. It consisted of photographer's blue prints of charts and diagrams which were posted up unframed with push pins or framed in inexpensive white muslin and put up with tacks. (See illus. No. 11.) In Kansas an even cheaper form of exhibit, reproducible in great quantities, was printed on colored paper of the quality that is used for newspapers. A set of 12 such posters was sent free upon request to any resident of the State. In some communities these were mounted on stiff cardboard and used unframed; in others the material was copied by a sign painter in any desired color, and sometimes with variations in form. The Florida Department of Health sent out a series of small exhibits by parcel post.

A number of health departments issued special leaflets on baby care, sometimes in several languages, for use by local committees.

Many of the monthly health department bulletins issued in March took the form of a special baby number, which was widely distributed. Besides the publicity given through these bulletins, many departments supplied the newspapers throughout the State with news stories about the State campaign and with suggestions for local campaigns. In Illinois, for example, a press story was sent out not only to the newspapers but to women's organizations and presidents of the county medical societies, giving very full directions for holding a

baby-week celebration and setting forth at length the value of baby-health conferences. The Wisconsin health authorities employed a trained newspaper man for their baby-week publicity. The New Jersey Department of Health had the advantage of a special bureau of education and publicity, and not only circulated press material through local committees but reached directly the Trenton correspondents of newspapers published throughout the State.

One of the most valuable contributions made by the State health authorities was the preparation of statistical material on baby death rates. Such data showing the contrasts among towns and among counties proved an effective stimulus for those with bad records. In one State, Oregon, the State health officer wrote to club women asking them to use baby week as an opportunity to help make the birth-registration law effective.

STATE DIVISIONS OR BUREAUS OF CHILD HYGIENE.

In the four States having distinct bureaus or divisions of child hygiene valuable work was done by these departments. The division of child hygiene of the New York State Department of Health assisted by lending exhibit material, supplying speakers, helping in the general publicity campaign, and carrying on an extensive correspondence with committees in all parts of the State. The director of this division in Ohio visited 15 communities and, in order to stimulate interest in the campaign, gave 40 addresses in advance of baby week. In Kansas the division of child hygiene supplied posters, outlines, and suggestions for lectures to 122 communities within the State and 37 communities in 22 other States. The chief of the division visited many cities and towns and helped in the organization of baby-week campaigns and baby-health conferences.

The division of child hygiene and other branches of the New Jersey State Department of Health not only prepared the publicity material referred to above, but sent out lecturers from the department and printed three leaflets, of which 350,000 copies were distributed.

In Massachusetts a subdivision of the State department of health devoted solely to the interests of children supplied 8 lecturers, who gave 44 lectures in 11 communities and contributed 44 sets of lantern slides, 8 motion-picture films, and a large quantity of printed matter on baby care.

The exhibit material, lantern slides, and other forms of assistance which State departments of health can supply for local campaigns are listed in the appendix, page 121.

DETAILS OF BABY-WEEK PROGRAMS.**Program of days.**

Some communities celebrated the whole week; in others baby week lasted one day or three or five days. The seven-day programs usually ran about as follows: Flag day, Baby Sunday, school day, fathers' day, outing day, visiting day, and birth-registration day. Baby Sabbath was also celebrated in many cities.

This general program was varied in some towns by a tag day; one featured a rural mothers' day, one a merchants' baby booster day, one a recognition day (when business houses put out flags and everyone interested was asked to wear a flower), and one had a baby button day. In North Dakota the general plan was to call flag day advertising day, and concentrate that day on letting everybody know what was coming. The program of a middle western city was: Baby Sunday, daddy's day, mother's day, the baby's day, home day, welfare day, parade day.

The Illinois State program began with inauguration day, on which a mass meeting was held and headquarters opened. Fathers' day there was converted into fathers' and sons' day; there was a mothers' day, little mothers' day, demonstration day, and community day. The most significant variation made in Illinois was the permanent-organization day held the final Saturday. On this day the executive committee and active workers had a meeting to make plans for the future.

FLAG DAY.

Flag day was usually the first day of the celebration, or, in some cases, the day before baby week opened. The object of flag day was to see that every house where a baby lived put out a flag and kept it flying throughout the week. One Missouri town, on the other hand, asked the parents to wear flags instead of flying them from the windows.

The flags adopted by the different towns varied widely. Some were symbolic in color and design, as in an Indiana town, where gold lettering on a white ground signified our most precious asset—the baby. Grand Forks, N. Dak., had pink and blue paper-muslin pennants—presumably for girls and boys, respectively—and the slogan "Grand babies for Grand Forks" printed in black letters. An Ohio town had a flag with a blue star; another Ohio town used a white felt pennant with its slogan printed thereon; and Milwaukee had an effective blue felt pennant bearing heavy white stenciled lettering. Many towns did not design a special flag for the occasion, but used small American flags.

Boy Scouts distributed the flags admirably in many towns. In a Missouri city the distribution was facilitated and the expenses shared by the local chapter of the Daughters of the American Revolution, which presented American flags to all school children in whose families there were babies. One Ohio town enlisted the interest of the fire department so that the firemen did the distributing.

Since the aim of flag day was to see that every baby had an emblem in his honor flying at his window, it afforded an excellent opportunity to find babies whose births had not been registered.

In many communities leaflets or pamphlets on baby care or programs of the local baby week were distributed with the flags. A letter that went to the mothers in a Texas city, with the flags and the leaflets on baby care, read as follows:

A LETTER TO THE MOTHERS OF BABIES.

The committee on banners for baby week presents you with a pennant and asks you to display it in your window in honor of your baby.

Each home where there is a baby under 1 year old will have this to show that all are thinking and working for the best things for the babies.

Bring your baby in its baby buggy or gocart or in your arms, with this banner, to the park on Saturday afternoon, March 11, and be in the best parade our city has ever had. There will be no horses or automobiles allowed, and all traffic over the line of march, which is not long, will be suspended in honor of our city's children. The parade starts from the park at 2.30 o'clock.

You are also invited to the exhibits and demonstrations March 9 and 10, in the city hall, and to all the special entertainments in the high-school auditorium. On Wednesday, March 8, from 3 to 5 o'clock, the Civic Club will entertain the babies up to the age of 3 years, and their mothers, in the park.

Watch the newspaper for announcements of baby week.

BABY SUNDAY.

Baby Sunday was generally observed by an announcement of baby week and its purposes from the pulpits of various religious bodies; frequently by the reading of the governor's or mayor's proclamation. In some cases sermons on baby welfare were preached. Physicians were invited to occupy pulpits on Sunday evening in several Illinois communities.

Sunday-school celebrations proved very popular.

FATHERS' DAY.

In manufacturing towns fathers' day was celebrated by holding shop meetings with good speakers to address fathers on the whole question of what the community owes to its babies, with special reference to local conditions, good and bad. In New York City and in another city in New York State the woman-suffrage organi-

zations made their street meetings on that day bear on the obligations of the voting father toward the home. One city had a special baby-week button for fathers.

Several towns were very successful in getting physicians to address fathers' meetings on the social evil and its effect on children.

The press gave invaluable help by printing the message to fathers which was prepared for fathers' day. The State health officer of Rhode Island published a message to fathers in the form of an attractive leaflet with a baby picture at the top of the page and below it the State slogan, "A square deal for Rhode Island babies." A widely popular message to fathers was that adapted from one used originally in Pittsburgh. (See Appendix, p. 138, and illus. No. 9.)

OUTING DAY.

An outing day proved popular in towns which celebrated later in the year than March. The usual plan was for the committee to collect all the automobiles it could borrow and fill them with mothers and babies. One city made a combination of outing day and visiting day; parties of mothers and babies were taken in automobiles to visit the baby camps maintained in one of the suburbs.

The material on this subject is meager, because in 1916 most of the celebrations were held in March and in many parts of the country such expeditions are appropriate only to a later season.

VISITING DAY AND PARADES.

Parades, sometimes combined with visits to infant-welfare stations, were reported from several cities. Boy Scouts and members of Little Mothers' Leagues, trained nurses, and others who were helping in the celebration were among those who marched in parades. Banners and labels voicing local needs were used effectively. In one Massachusetts town a fine looking baby wore a label stating, "I am a milk-station baby."

A Texas town parade which was very well managed led off with the mayor and city council and ended with babies. Here the rulings and order of march were published in the papers in advance. An automobile parade in St. Louis was similarly arranged, and included a tour of inspection of the municipal milk stations. Another Texas town had a parade of automobiles in which each women's club had a car, and these vied with each other in decorations. Small sons and daughters of the members rode in the club cars. One car was decorated in the club colors, green and white. Another was done in red, white, and blue and shaped like a baby carriage. All were gay with flags and slogans. Some parades were much simpler, with babies riding in baby carriages instead of in automobiles. In a Colorado town there was a squad of older children also, riding on tricycles.

Here is a newspaper report of a successful parade held in Louisiana:

SPLENDID PARADE SATURDAY CLOSED BABY-WEEK OBSERVANCE.

Babies to right of us,
Babies to left of us,
Babies in front of us,
Babies enough to dazzle us,
God bless 'em,
So say we, all of us.

Saturday afternoon was ideal, when the babies of our city passed in review before as deeply interested a gathering as ever lined both sides of Ryan Street from the city hall to Mill Street.

Headed by the Royal Orchestra, then in turn by a detachment of the city police under the chief, the mayor, the commissioner of finance, and the commissioner of streets, the parade "fell into line" at the city hall, and under the helpful escort of the Boy Scouts wended its way north to Mill Street and countermarched to the city hall.

In beautiful floats, in push carts, in buggies, on tricycle, on bicycle, in toy automobile, and afoot, each individual holding a tiny flag, a thousand hearts beat happily as they passed through a street literally lined with admiring and cheering townfolk.

And the banners they carried were cheered to the echo, while the one at the head of the on-foot division, "Louisiana babies' first plea: Doctor, I want a record for me," seemed to act on the viewers as a plea for protection.

SCHOOL DAY AND SCHOOL COOPERATION.

The 1916 celebration proves that an enthusiastic interest in baby week on the part of school officials is highly important to the best success of a campaign. In many cases where the school officials understood the significance of baby week and cooperated actively an effective program was carried out almost without any other help. A New Mexico town, for example, celebrated only in the schools, bringing in mission schools and schools in the surrounding country, and was very successful.

In many towns the school auditorium was used for meetings. It appears that mothers brought their babies more readily to a school than to any other building for a conference. A Michigan town, for example, held its whole celebration in the school auditorium. The children wrote invitations to their mothers to come to a meeting. Eight hundred mothers came, and at that meeting the invitation was distributed for a fathers' meeting later in the week, which brought out an attendance of 600 to 700.

The school children frequently acted as distributing agents for programs and invitations to special meetings. A Wisconsin town issued a better-babies bookmark, with lists of books on baby care, and gave the bookmarks to the school children to take home. All the books mentioned were obtainable at the town library.

The pupils of both high schools and grammar schools did, in many communities, a large amount of valuable work in aid of the baby-week committee. Thus in a New England city the printing for the baby-week committee was done by the boys of the manual training school and the typewriting at the high school. Of course any assistance given by school children served to arouse their interest in the campaign.

A number of towns held contests in poster making in the schools. In several Illinois towns the school children made the posters and handbills; and the report from one town says that the posters made in the high school "were really works of art." In a Wisconsin city 3,700 handmade programs were printed, painted, and presented by the school pupils, and each program bore the name, grade, and school of its author on the back. These schools also had a poster competition.

Many school-day celebrations were admirably worked out. They varied from a lecture on the care of the baby, read to the class by each teacher, to the giving of a play by the children. (See Appendix, pp. 113 and 134.) Some teachers, especially of younger children, emphasized the care of the teeth. In one New York town the teacher organized a "toothbrush brigade," with prizes for the cleanest teeth. In schools where Little Mothers' Leagues were already formed the program usually consisted of demonstrations on the care of the baby.

If prize essays were read, a play performed, or demonstrations given by the school children, parents were usually invited.

This is the description one little girl wrote of the day's exercises in her school:

Last week we had what you would call a baby week. This was very interesting, as we had a lesson about it in our domestic science. We had charts all around the room about the food for the baby at its different ages; we had some pictures of beautiful children; there was a baby's outfit; there were some books on the care of children; there were also two baby's dresses, one which was very beautiful, made by our domestic-science teacher. We had a table in the center of the room with all the materials needed in giving the baby its bath. On the side of the room was another table with the materials needed in keeping the bottles sterilized, and we were shown the way of keeping them perfectly clean.

In our domestic-science lesson we had our school nurse to show us the proper way of bathing and dressing the baby and all about the correct temperature of the body. The teacher told us about the proper food we should give the baby at different ages. Samples of breakfasts for these children were shown.

In the afternoon the mothers came and heard a few remarks made by our dental nurse on the proper care of the children's teeth. There were some little children from the primary department who have a perfect set of teeth. They have been treated by our school dentist. They showed us how they brush their teeth. They had a napkin pinned on them, a paper cup in one hand, and their toothbrush in the other hand, and were scrubbing away when

a photographer snapped their picture. We had a baby there, too, and we put her in the tub and had a towel around her and pretended she had just had her bath when the photographer took her picture.

This ended our baby week in our school, which, I think, was interesting and enjoyed by all.

On the whole, the most popular way to celebrate school day was by the writing of essays. The offering of a simple prize often stimulated all the pupils to learn as much as they could about the baby. In one instance a boy carried off the prize for the best essay on this subject. Prizes were given by various people—for example, by the civic club in a Maryland town, and in a Kentucky town by the doctor who delivered the lecture from which the essays were written. One Rhode Island town had two prizes, a fountain pen for the best essay by a grammar-school girl and an inexpensive watch for the best poster by a boy.

Perhaps better than prizes was the plan hit upon by a New York town. Here the children's essays were based on extracts read to them by the teacher from the baby-week literature of the State health department. The best essays were read aloud at a meeting to which the mothers came and were afterwards published in the papers.

The following essay was written by a 12-year-old school girl:

THE CARE OF THE BABY.

The later life of the baby depends on the care it is given when it is young. It should be well cared for when young if it will be a healthy child when larger. The baby should have a bath every morning. It should have some one to take it for a walk in the fresh air; or, if it is too small to walk, sister can give it a ride in the baby buggy. The nursery, or room that the baby occupies, should be well ventilated. It should have no curtains or draperies that will catch germs. The baby should sleep in its crib or bed by itself. The bottle should be washed and cleaned thoroughly before it is given to the baby. The milk should be pasteurized so as to purify it for the baby's use. When the baby drops its bottle some mothers pick it up, wipe it off, and give it back to the baby. It should be washed before it is given to the baby again. The nipple will carry germs unless it is kept clean. When the baby cries some people shake it and tell it the goblins will get it—and other stories that scare it—if it does not hush. When he gets older he will have the same feeling. When he is in the dark he has a creepy feeling as if the goblins were after him right then. It gets on his nerves, and he can not forget it. When the baby cries it is not always hungry or bad; its shoe may hurt, or its clothing may be too tight, or something else. We should try to find out what the pain is. Sometimes the milk is left standing in the window where the sun can shine on it; the baby cries; we give the bottle to him without tasting it to see if it is sour. This overloads the baby's stomach with sour milk and may make him sick. We should never put anything on the floor where the baby can get it; if it does, it will put it in its mouth as soon as it gets it. It may get a pin and swallow it. When we have a sore throat or a cold,

we should not go home and kiss the baby and play with it until we have washed our face and our hands and our hair. We will give it to the baby in this way. We should always be kind to the baby. We should never speak in an angry tone or scare it. Kindness is a good thing to practice with the baby.

A school nurse in a Wisconsin town has sent a report which is full of suggestion for other communities:

As a result of baby week I gave four talks to the girls in the continuation school—about 60 girls who stay at home to help mothers or work out or in factories. A few of them were full-time pupils, but many of them go to school four hours a week. The ages were from 14 to 17; a few below.

1. Baby's bath and clothing. I had a large doll, with tub, blankets, soap, boric-acid solution, etc. The clothes were borrowed, and were made of good, plain material that people of small means could afford to have.
2. Care of eyes, ears, nose, and throat; exercise and sleep.
3. Feeding of baby. (a) Natural; (b) artificial—care of milk, modification of milk; prepared foods, uses and abuses.
4. Observation of well and sick baby.

The last day was spent mostly in answering questions the girls had written on slips. I am sure many of them came from the mothers.

This course proved so popular that the girls in the eighth grade wanted me to repeat the talks. Next year this will be given in connection with the domestic-science work in the continuation school and the eighth grades in the public schools. Some of the principals and I have decided that our domestic-science work is lacking in just this work of preparing the girls for home makers. We got some of our ideas from the New York schools.

Another Wisconsin town, which celebrated a little brother and sister day instead of school day, sends the following report from one of the adjoining rural schools:

LITTLE BROTHER AND SISTER DAY.

In making preparations for our little brother and sister day program at school I explained as best I could the purpose of the week and asked them to bring all the pictures they could of babies.

The week before I sent in the names of the families in the neighborhood, and they received booklets on infant care.

During the week the B class, after reading and talking about care of the teeth and what constitutes good health in general, wrote compositions on "How to keep well."

The C class, children from 7 to 9, had a lively discussion on "How to keep baby well," and wrote all they could about it later.

On Friday, March 10, we put up our pictures. One board we covered with prize winners, and we wrote what made them so in colored crayons. On another board we put a large picture of a baby and the slogan. On another "Fresh-air babies." Others we arranged on the walls.

Our program consisted of songs, recitations, and a health dialogue entitled "Mother Goose up to date," a talk explaining the week and baby problems, distribution of literature to mothers, and light lunch.

BIRTH-REGISTRATION DAY.

Many communities devised ways of popularizing the subject of better birth registration and centered the interest of the campaign upon it for a day or longer. Where a birth-registration canvass had been made beforehand (see p. 43) the results were usually printed in the newspapers or made the subject of special addresses on birth-registration day.

In Cleveland the health authorities adopted as a baby-week feature a practice which has now become a permanent part of the work of the department. This consisted in supplying the mothers of babies born in 1916 with certificates showing that their babies' births had been registered. The newspapers gave wide publicity to the fact that the mayor would personally present the certificate to the first mother who applied for it on March 6; they also advertised for the 1915 babies, printing the following coupons to be filled in by the mothers:

BIRTH-CERTIFICATE COUPON.

I believe in the need of birth registration, and as proof of my support I hereby make application for a "Certificate of birth registration" for my baby, _____, who was born at _____ on _____, 1915.

_____,
Mother's name.

_____,
Present address.

Father's name, _____.

Fill out this coupon and mail to the birth-certificate editor before Saturday, March 11.

The certificate of registration which is sent to each mother is attractive in design and printing, so that every mother who sees one in the possession of a neighbor wants one for her baby. (See illus. No. 10.) By the close of baby week there had developed a steady demand for certificates.

Many towns had exhibits which showed the importance of birth registration. Two were especially good. The first (hardly feasible for a large city) was used successfully in an Idaho town. The health officer prepared a list of all the children born in the district within the last five years of which he had a record; it showed addresses and names of parents in such a way that all could see at a glance whether their children were on the list. The other was the very simple device of showing at the exhibit a framed copy of the birth certificate used in that locality. To parents who did not understand anything about birth registration this was especially instructive.

In a Massachusetts town every mother of a baby under 6 months of age was asked to bring in the name, address, and birthday of the baby in writing and receive in exchange a copy of a standard

book on baby care, also the special bulletin on the same subject issued by the State department of health.

Baby-welfare information.

BIRTH REGISTRATION.

Many surveys or canvasses of births were made in connection with baby week. In some places this was done as a part of the celebration; in others the information was secured in advance and incorporated in the exhibit and newspaper publicity of baby week.

Such surveys were variously managed and even when they did not attempt to be complete they stimulated interest in the subject and secured the names of many unregistered babies. For example, the baby-week committee of an Ohio community with a population of about 4,000 found that the city clerk had the record of only 11 babies under 1 year, but by "asking the doctors several times" and "consulting the cradle rolls of the Sunday schools" they found a total of 70. In a Missouri city the teachers took a census of babies in each school district, and literature was distributed to them by the school children. In another Missouri city a committee was appointed to canvass for children under 3 and to study the enforcement of the birth-registration law.

In a Kansas town the cradle-roll departments of all the churches united to canvass the whole town for babies. Though the town has 20,000 inhabitants and 400 babies, they reported that they did it all in one day except for the few houses where no one was at home, and these they finished the following day.

A house-to-house canvass was made by club women in New Orleans to find the unregistered babies, after baby week, as a result of the interest aroused by it. A canvass for the babies of 1915 was made by the civics class at the high school of an Illinois town. The pupils were assigned by blocks. Among the Polish population they hunted up the baptismal records through the priests. A prize was given for the most zealous worker. Although the class worked only one week, and therefore did not find all the 1915 babies, the work done was valuable.

BABY DEATH RATES.

The baby death rate was studied in many communities and made the basis for newspaper articles and talks. The Rhode Island State Department of Health, for example, prepared a table showing for all towns of the State the numbers of baby deaths and the baby death rate from all causes combined and the numbers of baby deaths from gastrointestinal diseases and malassimilation. The form is suggestive.

“A SQUARE DEAL FOR RHODE ISLAND BABIES.”
Rhode Island infant mortality statistics for 1914.

Towns and counties.	Deaths under 1 year.	Number of deaths from gastrointestinal diseases and malassimilation under 1 year.	Per cent of deaths under 1 year from gastrointestinal diseases and malassimilation to total deaths under 1 year.	Ratio of deaths under 1 year to each 1,000 births.

The sociology department of the University of North Dakota prepared a printed card for the Grand Forks baby week, showing the births and deaths under 1 year during 1915 at Grand Forks. It enumerates the deaths from various causes; it compares the infant mortality rate of Grand Forks with three more favorable rates elsewhere; and after stating that only 35 per cent of the registered births had been reported within 10 days it urges the importance of prompt registration.

COMMUNITY CONDITIONS AND BABY-WELFARE WORK.

A good example of the way in which the needs of a community were analyzed and published during baby week is found in the following leaflet issued in Little Rock, Ark. :

LITTLE ROCK HAS

Good laws, good homes, good streets, good institutions, indeed, many things that are creditable to the city. Still all has not been done for the welfare of children, and here are a few of

LITTLE ROCK'S NEEDS.

HEALTH.	PLAY.
Full-time health officer (see recommendations of present health officer in his last report). Sufficient sanitary inspectors. Stricter interpretation of quarantine law. Public-health nurses. More hospital facilities. A convalescent hospital. A tuberculosis hospital (county). A housing code.	A comprehensive plan for the regulation of the social life of the younger generation. This would include— More parks. Supervised playgrounds. Social centers. Public baths. Music in parks. Recreation commission.
SCHOOL.	PHILANTHROPY.
An open-air school. School nurses. Regulation of school lunches. Compulsory school law.	An industrial school for delinquent boys. Charities indorsement committee and federation plan for financing charities similar to Cleveland plan. Board of public welfare.

The later pages of the leaflet explain under each heading exactly what is needed.

The immediate results of studying and publishing the facts about local conditions appeared with special vividness in an Ohio city:

In one small city in the State nothing was known about the milk supply until during their baby-week activities a study was made which proved that out of four dairies supplying milk to the babies but one had conditions which could be tolerated at all; and on further study of the deaths of babies during the previous year it was found that the death rate had been persistently high; that the proportion of deaths among artificially fed babies was large; and that the majority of deaths occurred in families supplied with milk by two of these dairies. The facts were made public, and within two months conditions, while not by any means ideal, were nevertheless improved very much, and the members of that community are eagerly watching this summer to find what the results of hot weather will be.¹

Baby-welfare exhibits.

The many exhibits held during baby week in 1916 had one or both of the following aims: They showed the need of infant-welfare work in a particular community, or they gave mothers information regarding the proper care of babies and children.

INTERESTING DEVICES.

The devices of special interest reported from exhibits on community matters included the birth-registration exhibits to which reference has been made on page 42.

An exhibit on the dairy inspection system was prepared by a city chemist in Texas. He showed the visitors clean and also dirty milk under the microscope. The exhibit in a Pennsylvania city included material about pure food, with a special demonstration by girls from the domestic-science classes of the public schools. They cooked the dishes and explained how each article of food was prepared. At the same exhibit boys of the manual training classes made and demonstrated small models of a dirty dairy, a clean dairy, and a playground. A demonstration milk test by a school class in animal husbandry was reported from one western baby week. (See p. 17.) Women's clubs, in several communities, undertook to provide hostesses at the exhibit every day. Where there was more than one club in the town, different days were assigned to different clubs. In some towns tea was served at the exhibit. One small town arranged also for music at the exhibit, and gave a red flower to everyone who attended.

A State board of health says:

In some places the exhibit is opened to the tune of the "big noise." About half an hour before time for the first performance all the bells, whistles, and

¹ The Ohio Public Health Journal, September-October, 1916, vol. 7, p. 396.

other noise-making contrivances are turned loose. To be successful this plan must be given enough publicity for everybody to know what it means when the noise begins.

EXHIBITS ON BABY CARE.

The exhibits on the care of the baby frequently included demonstrations. At one Rhode Island exhibit a woman showed how patterns for baby clothes should be laid on the material to cut to the best advantage. The proper way of bathing and dressing a baby was frequently shown. Some committees added to the interest of this demonstration by having a live baby for a subject instead of an india rubber one. In one town a series of mothers took charge each afternoon and bathed their own babies at the exhibit for the benefit of those who wished to learn. This required some caution on the part of the committee in selecting mothers who were expert. In many places the Little Mothers' Leagues had charge of the bath demonstration, though it is not recorded that anyone lent them live babies.

Several towns in Illinois had the advantage of an exhibit and demonstration by a woman, herself both a mother and a business woman, who had made a baby bed of a basket and a baby pen of boxes. She explained the construction of these articles and of some original toys, and the arrangement of shelving and equipment in her bathroom.

One Kansas town had an exhibit in contrasting layettes—old-fashioned ones, with very long dresses and elaborate embroidery, and inexpensive modern ones made by the high-school domestic-science class. Some of the latter were fashioned from an adult's old clothes. One layette cost \$1.50, one \$1.75, and one \$2.

An unusual homemade exhibit of what can be done at small expense for the amusement and instruction as well as the clothing of children comes from New Jersey. The author's description of it is given in full in the appendix, page 144.

Posters in foreign languages, illustrated with brightly colored photographs, were used to teach simple facts in baby hygiene and care at the Baltimore exhibit. Another original feature in Baltimore was an exhibit of posters secured from a newspaper poster competition. (See p. 51.) The method of making an inexpensive "contrast exhibit," which also attracted a good deal of attention, was described as follows:

The nurses took a large packing case and divided it in half; in one side they represented very realistically by means of toy furniture and tiny dolls a crowded, cluttered, dirty kitchen, with cats, dogs, and even a goose walking around; food thrown around on the floor; a sick child in a little cot, drawn up close to the stove, with washing going on in the back of the room.

Contrasted with this was the other half of the box, arranged as a sick room, walls papered in white, the window wide open, covered with mosquito netting; a tiny white bed, a white chair, a white table, and a little chest of drawers being the only furniture. On the table was a miniature bottle of milk and a dish of eggs to show that these were the proper food for a sick child.

The cost of the transformation was carefully figured by the nurses, who estimated that it would cost about \$3.50 to make such a change.

The mother was represented in the exhibit as saying to the nurse, "Why didn't I send for you before?"

A carefully planned exhibit, showing considerable ingenuity, was held in Stamford, Conn. (See illus. No. 12.) The report of the committee follows:

STAMFORD BABY-WEEK EXHIBIT. .

(All exhibits were displayed in shallow booths with a railing across the front. Labels for each article were well lettered and large enough to be easily read.)

1. *Prenatal care*.—(Space 7 feet deep by 10 feet long.) Display of equipment and clothing needed for mother and baby at time of birth.

Panels, Prenatal Care; Midwives; Care at Birth.

Leaflets on prenatal care distributed.

Stamped post cards addressed to Children's Bureau requesting pamphlet on Prenatal Care were sold for 1 cent.

2. *Bathing the baby*.—(Space 7 by 10 feet.) Equipment for baby's bath, including cupboard with shelf for soap, a cheap box for baby's clothing, an inexpensive and attractive basket fitted up with toilet articles, towels, table, and tub. Demonstrations given, using doll and part of the time a real baby. The nurse in charge did not merely go through the motions, but bathed the doll or the baby and dressed it. Water was warmed on the gas range in the adjoining booth.

Panel, Bathing the Baby.

3. *Feeding the baby*.—(Space 7 by 14 feet.) Booth equipped with stove, table, homemade ice box, homemade fireless cooker, an equipment for modifying milk, and a washstand. A washbowl such as is used in a bathroom was placed on a standard made by the carpenter, with a shelf at the top upon which was placed a 5 or 10 gallon oil can with a faucet; underneath was placed a pail as large as the can to catch the water from the bowl.

Demonstrations were given by a nurse in modifying milk, accompanied by brief talks on baby feeding.

Panels, Mother's Milk; The Best Substitute; Feeding the Baby.

4. *Sleeping*.—(Space 7 by 16 feet.) The booth contained an outdoor sleeping box attached to the window, a basket with a doll baby to be set in the window box, a sleeping-out hammock, baby bed, pen, and good and bad baby carriages.

All the articles except the baby carriages had been made by a carpenter under directions and were inexpensive.

The demonstrators went into much detail in explaining the use of the equipment, hours for sleeping, etc.

Panels, The Baby Asleep; Fresh Air and Exercise for the Baby.

5. *Things good and bad for the baby*.—(Space 7 by 10 feet.) A long table was divided into three parts by strips of tape. The center division contained a large assortment of articles, and the empty spaces at either side were labeled, respectively, "Things good for the baby" and "Things bad for the baby." The

articles included a pacifier, a soothing-syrup bottle, a celluloid device for the baby's thumbs, a pickle, sausage, cake; bottles labeled and containing tea, coffee, beer, and water; a banana, a toy bed with baby sleeping alone and another with baby sleeping with mother, a rubber diaper, a good nursing bottle, the wrong kind of nursing bottle, etc. The explainer gathered a group of spectators and then called on them to tell her in which of the two spaces (for good or bad) each article belonged. After all the articles had been sorted into the right spaces, with proper explanations, they were jumbled together again into the central space, ready for the next crowd.

Panel, Things to Avoid.

6. *Clothing for the baby.*—(Space 7 by 20 feet.) The clothing displayed was supplied by a department store, which sent show cases, standards, and tables. Patterns for simple garments were made by women and sold for 1 cent each. A long table was kept cleared for cutting, and women were invited to bring material and have it cut for them at the booth. The clothing was for children up to 6 years. Good and poor wash materials were displayed on cards.

Panel, Clothing for the Baby.

7. *Baby-health conference.*—The conference was carried out along the lines suggested by the Children's Bureau, with the added feature of a baby-improvement contest for babies under 1 year, to continue until September. Children up to 6 years were examined.

In Stamford the committee was especially fortunate in having a space excellently adapted to a baby-health conference, directly across the hall from the baby exhibit. This included a waiting room, dressing room, and large room (about 60 by 30 feet) for examinations. The large room was divided by wire screen into examination and audience rooms.

8. *Children's exhibit.*—As it was decided to include welfare of children up to school age in the educational work of the week, space on a separate floor was devoted to the following subjects: Children's games, especially home occupations; children's books and story telling; food for children from 2 to 6 years; the Don't Care home; the Do Care home; the milk supply; the Children's Home Society; a dental clinic.

SECURING EXHIBIT MATERIAL.

Exhibits were borrowed from various sources, and probably the most useful were those partly supplied by the State health departments, agricultural colleges, or national organizations and partly prepared locally. A number of towns, however, were disappointed because the material was delayed in reaching them or had to be sent on too soon to the next town. A town in Oregon which was disappointed by not receiving the material sent for had a local sign painter make six panels from the illustrations in the bulletin on Child-Welfare Exhibits.¹

In a city of New York State the chamber of commerce gave a valuable exhibit which was turned over, after baby week, to the women's clubs to be used at a permanent welfare station. Incidentally at this exhibit during baby week two retired trained nurses explained the charts and distributed literature in Italian, Polish, and Yiddish.

¹ U. S. Children's Bureau. Child-Welfare Exhibits: Types and preparation. Bureau publication No. 14.

A town in Washington had an exhibit produced by the local dental society consisting of plaster casts of jaws, illustrating the bad effect of thumb sucking.

Many towns obtained good exhibits at small cost by clubbing together with other towns and arranging a circuit for one exhibit. In Los Angeles, where the county subscribed generously to the campaign, the exhibit was carried through the towns of the county. In Nebraska the Omaha exhibit was circulated among the smaller towns of the State.

MOVING AND CHANGING EXHIBITS.

Some committees which did not find it feasible to hold an exhibit in a big hall, a school, or some other building where there was plenty of wall space, showed borrowed panels in a store window, changing them every day or two to keep up the interest of the passersby. Infant-welfare exhibits were shown in public schools in New York City and moved daily from one school to another. Some six or seven sets of material were used in this way during the week, and as many schools were covered as possible.

Baby-health conferences.

Probably the one feature most generally carried out in baby weeks throughout the country was a baby-health conference. Three types of conferences were reported. A baby-health conference without a score card, a baby-health conference with a score card, and a baby-improvement contest. Many baby contests were held also.

POPULARITY OF NONCOMPETITIVE CONFERENCE.

From a Florida town comes the report, "Last year we gave prizes, but we think that many a mother would rather have a certificate or a card showing the standard of her baby." From Indiana comes a report showing that what the mothers really valued was the opportunity to have their babies examined: "The attitude of the mothers was very good. None spoke of the prizes; all were eager for the physical ratings. Some thought their babies would not score high, but wanted information to work on when their interest had been aroused. They all expressed themselves as going to have the fault remedied." And a Missouri town reports: "The indifference of the mothers to the prizes and the appreciation of the value of the scoring were most gratifying."

"One feature of the work which pleased me very much was the fact that the women understood, after a little explanation, that this was in no sense a baby show," writes one of the federation officers from the Middle West.

And from Colorado comes this:

* * * At the contest we made an examination of 21 babies. The examining physicians made as helpful a summary for each mother as they could. This was my first experience at this sort of undertaking. I, too, have come to see that the prize feature is not commendable. However, the contest did not create a feeling of bitterness, but I see how it might readily have done so had we not exercised the greatest care in explaining the purpose of the contest to the mothers. Next year I hope to make the child-welfare phase of our conference of much more significance. We will feature it as a baby examination or health conference. In this way I hope we may encourage mothers to bring babies who are most in need of helpful suggestions relating to the health of their babies. We will also make it noncompetitive, unless it should seem advisable to give certificates of commendation to mothers who exercise the greatest care and interest in improving the conditions which relate to the health of the baby.

This clipping from a South Dakota paper shows that the women made an effort to avoid the bad effects of the competitive element:

It was the wish of the woman's club to have the newspapers refrain from publishing the scores made by the babies in that the new baby show is a fight for all babies' welfare and not to determine which baby will score the highest mark on health. Formerly the baby shows were chiefly for picking out the baby which enjoyed the best health, but to-day this style has given way to the new idea of being helpful to the mothers in determining the health condition of the child and thereby give her pointers on how to remedy any defect.

A close analysis of these reports reveals the reason for this growing popularity of the noncompetitive conference: The mother of a splendid baby gravitates naturally toward any gathering where he will shine by contrast with other babies and perhaps win a prize; just as surely the mother of a child which is not thriving shrinks from the comparison which means for her mortification rather than help and advice. Typical of this changing feeling was the experience in a western town, where the committee, after planning a contest, became convinced that it was not a good thing and changed to a conference in the middle of its preparations. The agricultural college of one middle western State sent around to the clubs of the State a suggested program which included a debate: "Resolved that baby contests are injurious to the best interests of the baby." One State health officer in the East, in collecting data on the towns which celebrated baby week, writes that he made no attempt to tabulate the communities which held baby contests only, as a number of years' experience had shown that these contests alone are a hindrance rather than a help to baby-welfare work.

APPOINTMENTS IN ADVANCE.

Another point made plain in the reports is the fact that too great care can not be taken, through making appointments in advance, to prevent crowds of mothers and babies gathering at conferences.

Some committees reported regretfully that they were completely swamped by the number of babies and mothers who came without appointments, so that mothers sat about with their babies for hours and finally went home without an examination. It is obvious that there is an unnecessary amount of discomfort to the mother and of danger to the baby in such an arrangement.

An admirable scheme which many towns used in 1916 was the insertion of a blank coupon in the baby-week program and in the newspapers, to be filled in with the name and address of the parents who wanted appointments. In at least one city the coupon directed the mother to fill in and mail it with a 2-cent stamp, for which an appointment card would be sent to her.

Competitions of various kinds.

It is plain from the experience of 1916 that the competitive idea has a very wide appeal. Committees in many communities were quick to appreciate this fact, and, where they disapproved the idea of contests among babies, they introduced the element of competition in some beneficial form.

POSTER COMPETITIONS.

A competition having a real value was that for the most effective poster, whether of original design or made by cutting and pasting. Some poster competitions were open to everybody and some only to school pupils. In many cases the baby-week committee threw the lists open well in advance of the actual baby week and thus secured a good design for the poster, which they could reproduce by the hundred and post broadcast for advertising purposes.

One of the best of these competitions in 1916 was planned by a newspaper in an eastern city. Half a page was devoted every day for several weeks to information about child welfare. The posters were to be based on this information, and the contest was divided into three parts, for younger school children, high-school pupils, and the general public, respectively. The posters were judged not only for attractiveness of design but also for accuracy and educational value.

COUNTY COMPETITIONS.

In Kansas the governor offered a trophy for the county with the best health record for 1916-17. The prize will be awarded to the county that shows by its health and sanitation record and by its activities for child welfare that it is the best county in the State in which to rear children. The ratings are determined according to the following factors:

1. Number and rating of standardized schools. Junior health officers in the schools.

2. Absence of child labor; safety first in reference to farm machinery.
3. Full or part time county health officer. Promptness and completeness of his reports to the State board of health; the infant mortality, morbidity, and adult mortality rates and the presence or absence of epidemics of communicable diseases, as shown by these records.
4. The county medical society. The promptness of the doctors in reporting births and communicable diseases, as required by law; the absence of ophthalmia neonatorum and preventable epidemics of communicable diseases.
5. City and rural churches and community clubs. The sanitary condition of churches and the interest taken by churches in health and sanitation in their respective neighborhoods; the child-hygiene Sunday and the activity for child hygiene in the Sunday school; the community forum or other community organization and its activities in health and sanitation.
6. The women's clubs, farmers' clubs, and other organizations. Child-hygiene programs and health and sanitation activities; study classes in child hygiene; baby days and other activities for children.
7. County commissioners. The amount appropriated per capita for public health; a full-time county health officer; county nurse; county hospital and other agencies for preventing disease and improving conditions of public health.
8. Pure food and drugs inspection and regulation of milk supply. Sanitation of food and drug establishments.

BETTER-MOTHERS COMPETITIONS.

One of the happiest ideas was the contest among mothers in answering questions on the care of the baby. Four localities reported a competition of this sort in 1916, and it is a plan so simple and admirable that it could be incorporated in the program of any community.

In Trenton, N. J., where a better-mothers contest was carefully worked out, the list of questions was as follows:

1. How many children have you had? How many are living?
2. What do you feed your baby?
3. How often do you feed your baby during the day? During the night?
4. Do you give the baby water to drink?
5. Do you give your baby coffee, tea, beer, pickles, sausage, bananas, oranges, zwieback, eggs, broth, or oatmeal?
6. Do you buy bottled or loose milk?
7. Where do you keep the milk?
8. Where does your baby sleep at night? In the day time?
9. How many hours does your baby sleep at night? In the day time?
10. Do you change the baby's clothes when you put him to bed?
11. Do you open the windows in the room in which your baby sleeps?
12. Do you rock the baby to sleep?
13. How often do you bathe your baby?
14. Do you use hot, cold, or warm water for your baby's bath?
15. How soon after feeding your baby do you give it a bath?
16. Do you give your baby a pacifier?
17. Is your baby allowed to go to sleep nursing a bottle?
18. Do you take your baby up whenever he cries?
19. What do you do for your baby when he vomits?
20. Where do you go for advice when your baby is sick?

21. How do you protect your baby from the flies in summer?
22. Do you let anybody kiss your baby on the mouth?
23. Is your baby registered?

After the contest the committee published in the papers a report which answered all the questions in full. The fact that 32 mothers out of 198 had given perfect answers indicates that some more difficult questions might well be included.

In another city the questions and a series of articles on baby care were published in the papers. Only mothers of young babies were admitted to this contest. In a third city a group of mothers was supplied with a list of 10 questions on the care and feeding of children. A series of popular meetings was held at which motion pictures and cartoons were shown and addresses delivered on the subject. The mother who gave the best answer in writing received a prize.

OTHER COMPETITIONS.

In connection with a baby-improvement contest held by the milk stations in New York City, prizes were given not only to those babies who showed the greatest improvement during a period of six months, but also to those most regular in attendance at a milk station.

Competitions for the best school essay on the care of the baby and for the best slogan are referred to elsewhere. (See pp. 40 and 57.)

Meetings.

SECURING AN AUDIENCE.

Many of the communities report enthusiastic and well-attended meetings, and various expedients proved useful in securing good audiences. Personal invitations were sent to mothers in some communities, especially when the meeting was arranged for mothers. Sometimes the school children helped in distributing invitations; as a part of the school celebrations they wrote invitations and delivered them not only to their own mothers but to others in their neighborhoods. Sometimes printed invitations were delivered with the flags on flag day. It is safe to assume that invitations personally addressed always received more attention than handbills.

This form was used by the schools of a California town:

Your are invited to join with the parents of over 2,000 communities in the United States in celebrating baby week, March 4 to 11, 1916.

The Social Service League is holding an open meeting at 3 o'clock Friday afternoon, March 10, under the trees near the Presbyterian Church, or in the Sunday-school room, according to the weather. Will you come and bring your baby and hear more about what baby week means? It is a social meeting, and the grammar-school children will give a little play.

Also please help by putting this sign in your window or at your gate, so that everyone may know yours is the home of a baby under a year old.

A Massachusetts town used the following shorter form with a quaint child's picture in the upper left-hand corner of the printed card:

You and your friends
are cordially invited to a talk on
THE HEALTH OF BABIES
Illustrated with stereopticon
in the Town Hall
Tuesday afternoon, February twenty-ninth,
at 3 o'clock.

Motion pictures, plays, or popular features were frequently used to insure a good attendance for evening or afternoon meetings. Musical numbers added to the attractiveness of many programs. The New York baby-week committee compiled a list of songs about children and of cradle songs, both vocal and instrumental, which is given in the appendix, page 143.

An Alabama town and a New York town used a brass band to draw the crowds down the street to the door of the meeting—an excellent expedient for a mass meeting planned to interest everybody.

WHERE MEETINGS WERE HELD.

Meetings were held successfully in all sorts of places—courthouses, schoolhouses, department stores, and hired halls.

In large cities where meetings were held only in the central headquarters the attendance was sometimes disappointing. The committees in a number of large cities divided the city into sections, each of which held its own celebration according to its local character and institutions. For the experience of Boston, see page 23. In Columbus, Ohio, 85 addresses are reported, delivered at 43 active baby-week centers; among these were four big noon meetings at the railroad shops.

SPECIAL MEETINGS FOR NONENGLISH-SPEAKING AUDIENCES.

The towns and cities with large foreign colonies made a point of having a Polish night, an Italian night, etc., selecting speakers well known among the respective nationalities. Such meetings were sometimes combined with special evenings at the central exhibit, where guides who could speak the foreign language were on duty.

In several cities, where there are settlement houses in the foreign quarters, baby-week meetings were held at the settlements.

Plays.

The instinct of children to dramatize what interests them was employed to good advantage in many communities by the perform-

ance of short plays, which had as themes either the proper care of the baby or the general subject of the health and happiness of children. These plays proved to be a very successful part of baby week.

The two plays by G. W. P. Baird, *The Theft of Thistledown* and *The Narrow Door*, were used very frequently, as were also the three plays dealing with health subjects in the volume of *Five Playlets* by Hester D. Jenkins. In many communities original plays were written and acted. Several of the plays listed on pages 134 to 136 were produced in this way.

Pamphlets on baby care.

Baby week was generally used as an opportunity for distributing educational pamphlets or leaflets on the care of the baby. In a few communities, where it was impossible to carry out other plans, this formed the chief part of the baby-week celebration. (See p. 12.) Pamphlets or leaflets were nearly always obtained free or at nominal cost from a Federal agency or State department of health, or from some national organization, although the material in foreign languages usually had to be printed locally. In an Indiana town, for example, the foreign priests translated leaflets.

METHODS OF DISTRIBUTION.

In some cases pamphlets and leaflets were delivered with each flag on flag day to the mothers of babies under 1 year; in others they were distributed by those making house-to-house canvasses for birth registration.

Committees holding a baby-welfare exhibit usually had a table where printed matter was given away or sold. Government bulletins which could not be obtained in large numbers were successfully distributed in two ways: In one case the names and addresses of people wishing copies of the bulletins were taken down on lists which were later sent in to the proper bureaus; in the second case (see p. 47) stamped postal cards, already addressed to a Government bureau and requesting publications, were sold for 1 cent. It was then a very easy matter for the person wanting a bulletin to fill in her name and address. In both cases sample copies of the bulletins were displayed on the table at the exhibit.

Publicity.

No matter how carefully worked out and admirable a program the committee devised, it was never thoroughly successful unless the publicity was well handled. And the history of 1916 shows that in many places, by the use of a little ingenuity, splendid publicity was achieved at almost no cost.

NEWSPAPERS.

Newspapers throughout the country willingly gave columns of space to the baby-week material when it was supplied in available form, as readable news rather than propaganda.

An interesting way to use baby-welfare information in the newspapers was suggested in a Wisconsin town, where a series of articles prepared from the national statistics supplied by the Children's Bureau was used in contrast with local figures for town and State showing where improvement was necessary.

Short articles on the care of the baby were widely used, and many editorials appeared during the week. In fact, a wide variety of material was carried by the papers in 1916.

Here, for example, is an editorial from Illinois:

A REAL BABY WEEK.

This is baby week. The Children's Bureau of the Department of Labor designates the current week by this title, with the purpose of stimulating nation-wide interest in the conservation of human life.

Locally, if baby week is to be anything more than a mere perfunctory "observance," certain definite results should be achieved.

The playground movement should get a substantial start, so that the youngsters may be relieved of the dirt and danger of the public streets and given recreation which will build up instead of tearing down.

The sanitation question should be brought home to every section of the city, and dirty alleys, streets, backyards, and barn lots should be outlawed. The provision dealer and the butcher should be made to understand the menace of the fly. And ample provision should be made for keeping the inspection of milk up to standard.

The necessity of absolute obedience to quarantine regulations ought to be brought home to every parent. Celebrating baby week while carelessness permits contagion to increase right along is something of a contradiction.

The visiting-nurse movement should be fortified and arrangements made whereby all mothers can avail themselves of reliable instruction in nursing and free medical advice when necessary.

The mothers' pension law should be applied wherever there is need or justification, and its purposes made plain to all mothers who might come within its provisions.

Special thoughtfulness should be devoted to backward and deficient children in the schools and medical inspection should be emphasized and extended.

These are some of the practical obligations presented by baby week. They affect our children directly and vitally and concern the entire community. Reading pretty sentiments and wearing baby ribbons form one way of keeping baby week. Helping to do something real for the health and happiness of the children right here in our own city—in our own blocks—forms another.

Let's make something practical out of baby week.

A Kansas paper published the following, taken from the special baby-week bulletin of the State board of health:

IF BABY COULD TALK HE WOULD SAY:

Do not kiss me on the mouth.

Do not let the sun shine in my eyes nor the wind fill them with dust.

Do not sneeze or cough in my face, for I may take cold; and that would be bad for me.

Do not expose me to whooping cough or measles or other catching diseases, or I may get sick and die.

Do not pick me up by the arms. Be careful how you handle me and lay me down.

Do not give me candy or other things which are not good for me.

Do not give me a dirty pacifier to suck nor allow me to suck my thumb, for it will spoil the shape of my mouth.

Do not rock me to sleep nor teach me other bad habits.

Do not take me to the motion-picture show nor keep me up nights, for it robs me of my sleep and makes me cross.

Do not dose me with patent medicines or nasty mixtures.

Do not give me wine, beer, or whisky, coffee nor tea, for I want to keep well.

Do not jolt me nor trot me on your knee when I cry.

I want the right things to eat and I want my meals on time.

I want some pure cold water to drink between meals, for I get very thirsty.

I want a bath every day and plenty of clean clothes.

I want my own bed, a comfortable room with the windows open, and plenty of time for sleep, for I must have it in order to grow.

I want to be taken out of doors every day for the fresh air.

I want mother to love me and always be gentle with me.

I want to be a good baby.

And this was used in New Jersey papers:

TWO TONS OF PAPER.

One of the contributions made by the State department of health to the baby-week campaign is the printing and distribution of leaflets on the subject. These are three in number, one a single-page leaflet on the importance of birth registration, another a four-page circular on the care of babies, and the third a four-page circular on the community's responsibility for baby work. Of the first two 125,000 each are being printed and of the latter 100,000, making a total of 350,000 leaflets.

In printing, sheets 25 by 38 inches in size are used, and one side of 8 or 10 leaflets is printed at each impression. The entire work will require 75,000 impressions for printing on both sides and consume approximately 4,000 pounds or 2 tons of paper. Allowing time for locking up the forms, the work will keep one printing press busy for 10 days of 8 hours each, printing 1,000 impressions per hour.

The press was put in operation Tuesday of this week and an advance lot of the circulars was delivered at the office of the State department of health yesterday. Shipments will be made as rapidly as printed, and the circulars will be furnished to any community where the local baby-week committee will make careful distribution.

Additional examples of good newspaper articles on baby week are published in the appendix, page 136.

SLOGANS.

A good slogan proved an important feature of the campaign and a competition for the slogan made excellent publicity in advance of

baby week. Los Gatos, Cal., for example, had such a competition, and the prize was won by the following:

"Let's make a better Nation
By baby conservation."

Other towns used a shorter and more trenchant sentiment, as:

"Milwaukee battles for babies."
"Utah's best crop."
"A square deal for Rhode Island babies."
"Every baby a healthy baby."
"The best for baby."
"100 per cent for the babies."

Some of the slogans were rhymed:

"Baby health, Nation's wealth."
"Baby's health means more than wealth."
"Baby health—civic wealth."
"Better babies, better care, is the watchword everywhere."
"Better babies, too, in Kalamazoo."
"Arkansas wealth for baby's health."
"Better fare, better air, better care for babies."

POSTERS.

In many cities posters designed especially for baby week were plastered everywhere for some time in advance, using all available space on billboards, in street cars, in merchants' windows, etc. These varied from the very simple but striking card in Little Rock, Ark., on which was printed in large letters—

WHAT ARE YOU DOING FOR BABY WEEK?

MARCH 4-11.

to colored pictures of babies, or mothers and babies, used in Erie, Pa., New York City, and elsewhere. A striking poster was used in Cumberland, Md. It showed the picture of a healthy little boy, and under it the label "One baby dies in Cumberland every four days."

Less expensive and more appropriate for small towns where a limited number were used were the posters with pictures of babies' heads, etc., cut out of magazines and pasted on stiff cardboard and finished with hand or gummed lettering.

The poster competitions previously described furnished many of the original designs. (See p. 51.)

Methods of displaying posters depended on the ingenuity of the committee in charge. One town reports 50 large muslin signs carried by delivery wagons, and large muslin signs hung across the street were not uncommon.

A street car company put the slogan around its safety-first signs.

STATIONERY AND PROGRAMS.

Some towns were ambitious enough to have stationery printed for baby week. Sometimes slogans and special designs were printed on the letterhead as well as the names of the committee chairmen, etc. A simple and effective device was to have the slogan printed across the envelope; this was sometimes done less expensively with a rubber stamp. There proved to be a practical value, besides the advertising value, in baby-week stationery which gave an address and telephone number, especially in campaigns that involved considerable correspondence and telephoning.

Much ingenuity was shown in printing attractive programs, and good programs widely distributed brought out large attendance even in bad weather.

In a western city an eight-page program was interspersed with public-health mottoes. The program of events was very fully printed, including the list of hostesses from the women's clubs each day.

LEAFLETS, CARDS, TAGS, ETC.

In addition to the educational pamphlets and leaflets, described on page 55, special folders and cards were printed for popular distributions in many places. The message to fathers has already been mentioned. (See pp. 37 and 138.) Occasionally there was a message to mothers or a message for brothers and sisters. Philadelphia expanded this idea to include many groups of citizens and sent out appropriately worded cards addressed To All Citizens of Philadelphia; To You as a Manager of a Charitable or Social Agency; To Members of Women's Clubs; and others. Here are two examples:

MR. BUSINESS MAN:

Do you know that the infant mortality rate of a city is becoming the index of the prosperity of a city? This is a fact.

Do you know that Philadelphia in 1915 stood sixth regarding the infant mortality rate in first-class cities?

About 50 per cent of the deaths of Philadelphia's babies is preventable. In other words, these babies die because of the ignorance of mothers, poor housing, and poverty. Thousands are maimed for life by the same diseases.

Does this interest you?

Faithfully, yours,

EXECUTIVE COMMITTEE.

TO EMPLOYERS OF WOMEN:

Did you ever stop to think that there are probably many women in your employ who have babies at home, and have you thought of the importance of the health of these women to the health of their babies?

Perhaps you have no married women in your employ, but you probably employ women who will be mothers some time in the future.

We are sending you this card merely to bring to your mind during this baby-week campaign the fact that as an employer of women you have a great responsibility in relation to the health of the future citizens of this city.

It is, of course, needless for us to ask your cooperation in doing whatever you can for the health of the women you employ. We simply desire to suggest the thought that their health means more to the city than their personal comfort.

Faithfully, yours,

EXECUTIVE COMMITTEE.

Many towns and cities found it easy to persuade their dairymen to distribute printed matter with the milk bottles during baby week. Sometimes round stickers were supplied by the committee to paste on the bottles, and sometimes tags—all giving directions about the care of milk in the home. One city in New York State supplied tags and elastic straps with which to fasten them on. In Milwaukee the milk-bottle legends were changed each day.

In Troy, N. Y., the sending out of the circulars with the milk bottles was handled by the local health officer. Here is the letter he sent to the 106 milkmen of the city:

TROY BABY WEEK.

DEAR SIR: We recognize that milk not properly cared for in the home breeds DISEASE and even DEATH.

We recognize, also, that milk left uncovered in ice box or room absorbs flavors and odors from other articles near it, and that in most of such cases the blame is placed on the MILK DEALER.

We therefore ask you to cooperate with us in our effort to impart to all milk consumers a few important facts about milk.

We are sending you circulars containing instructions for the proper care of milk. These we earnestly urge you to give out (one to every milk customer), beginning Tuesday, March 7. If you need more circulars please apply to Health Officer, City Hall, Troy, N. Y.

BABY-WEEK LITERATURE.

Aside from material of an educational nature, the baby weeks of 1916 produced a little literature of their own, their own art, and even one song. These spontaneous products of a quick sympathy are not things which every community can hope to duplicate. Some of them can be reproduced, however, for the benefit of everyone. Minneapolis sends this verse:

BABY.

[Dedicated to "baby week."]

Wee mite of pinkness with rosebud face,
The dew of unborn ages on thine eyes,
The heritage of eons, and the prize
Of kings and prelates. At thine elfin grace
Empires fall. Close in her soft embrace,
Madonna-like, the mother sanctifies
Her earthborn babe in wide-eyed, rapt surmise,
Glimpsing in him the sinews of the race.

A wraith, a gem from out the great unknown,
 "A little bit of heaven " sent to men
 Down thro the rifts of blue, a blossom blown
 From fields of asphodel beyond our ken.
 Perchance the gates of heaven have slipped ajar,
 And thou, the Christ-child's gift, hast come afar.

The following was dedicated to baby week at Washington, D. C.:

THE BABY.

What does the baby ask of you,
 Passer-by in the street?
 Only the gift of a thought from you,
 Only the gift of a look from you
 At the road before his feet;
 Is it smooth and clean and fit, say you,
 Fit for a baby's feet?

What does the baby say to you,
 You who pay no heed?
 He begs for the right of living with you,
 Begs for the help of a hand from you—
 What he begs is but his need.
 Will the hand and the help be ready from you,
 Serving the baby's need?

What does the baby give to you,
 Men whose vision is dim?
 He gives you sun to lighten your way;
 He gives you hope for each dark day;
 Have you paid your debt to him?
 Have you smoothed his path and guided his way,
 Guarded and shielded him?

What does the baby keep for you—
 You whose need is vast?
 He keeps faith and hope and joy for you,
 Comfort and love and home for you
 In his tiny hand held fast.
 Are you earning the gifts he is keeping for you,
 You who are going past?

And the following poem by the same author was set to music by
 a Cleveland man:

FLAG DAY.

A new banner waves in our city to-day,
 A banner just newly unfurled;
 But the message it brings
 On its blue and white wings,
 Is as old as the dawn of the world.

Joyful the tidings this banner proclaims:
 "A baby lives here" is its song.
 To his presence give heed;
 Take account of his need:
 Make right for him all that is wrong.

From the dawn of the world to the dawn of to-day
 Man's hope in a baby has lain.
 For the smile on his face
 Is the goal of the race—
 Through darkness and infinite pain.

We hail you—the babes of our city, to-day,
 And pledge you our faith to the end!
 Whatever your need
 With thought and with deed,
 Your uttermost realm to defend.

From the Kansas City Health Department comes this:

CHILD'S DECLARATION OF RIGHTS.

Every child has the right to belong to the aristocracy of health and intelligence; to be born with a good mind and a sound body.

Every child has the right to be loved; to have his individuality respected; to be trained wisely in body, mind, and soul; to be protected from disease, from evil influences, and evil persons; and to have a fair chance in life.

Every child has the right to be surrounded by that environment in which he may develop to the fullest his abilities and his talents.

The child is the asset of the State; he owes the State nothing.

For use in the kindergartens and among small school children is the following pledge, which was printed in color on a white card decorated with a quaint picture of a little girl and made an attractive souvenir:

BABIES' FRIENDS.

I pledge to be a baby's friend
 And everybody tell;
 Clean air, clean clothing, and clean food
 He needs to keep him well.

Unusually charming is the following apostrophe, widely quoted, but with authorship unrevealed:

I AM THE BABY.

I am the Baby.

I am the youngest Institution in the World—and the oldest.

The Earth is my Heritage when I come into being, and when I go I leave it to the next Generation of Babies.

My mission is to leave the Earth a better place than I found it.

With my million little Brothers and Sisters I can do this, if the World does not impose too many handicaps.

Now I need Pure Milk and Fresh Air and Play.

When I am a little older I shall need good Schools in which to learn the Lessons of Life.

I want to live, laugh, love, work, play.

I want to hear good music, read good books, see beautiful pictures.

I want to build Houses and Roads and Railroads and Cities.

I want to walk in the woods, bathe in the waters, and play in the snow.

I am Yesterday, To-day, and To-morrow.

If you will make my way easy now, I will help you when I grow up.

I am your hope—I AM THE BABY.

COOPERATION OF MERCHANTS AND OTHER BUSINESS MEN.

From the experience of towns and cities all over the country it appears that business men are just as ready as the newspaper editors to help make baby week a success. Here are a few of the unusual ways in which they helped:

An Alabama merchant gave away 1,000 copies of a standard book on the care of the baby. In two towns, in Maine and Ohio, savings banks reprinted a health-department bulletin on the same subject. Sometimes the managers of large plants cooperated by printing baby-week data on the pay envelopes. In one town the street-car company carried children free to and from the exhibit, and in a number of towns local dealers supplied free milk and biscuits to mothers and children at health conferences, lectures, and exhibits.

The proprietors of motion-picture houses frequently helped the baby-week committees in all sorts of ways. Slides and films on baby care were sometimes shown as part of the regular program. In one Oregon town the outing day closed with a complimentary performance for mothers. The proceeds of a performance in a Pennsylvania theater were contributed toward the expenses of the local baby week. In a New York town pictures of babies before and after the local child-welfare association had charge of them were shown by the courtesy of a motion-picture house.

Merchants often printed appropriate slips on baby care for inclosure with goods. In a Michigan city health notes were printed by a department store and distributed to customers over the counter. Department stores in many cities gave space for baby conferences and lectures and displayed large muslin signs advertising baby week on their delivery wagons. In a Missouri city a big dry goods firm constructed an auditorium especially for the baby-week lectures.

Most popular of all the means whereby the merchants and business houses helped were special displays of baby goods in their windows. An Indiana town reports an effective display of trained-nurse and baby dolls, while two California towns probably head the list for number and variety of displays. One of these reports that the cafés exhibited model lunches for children; the drug stores, toilet accessories; the hardware stores, a miniature play-ground; and dry goods houses, proper children's clothing. In a few places the use of one or more windows was turned over to the committee during baby week. In the window of a New Jersey hardware store, for example, the committee placed a proper baby scale, emphasizing the superiority of the balance-beam scale over the spring scale, and showed, in addition, a chart of the proper weight of the baby at different ages. Where the merchants cooperated with the committee by showing goods which were simple and wholesome, such window displays amounted to an extensive and valuable exhibit.

Baby week offered a great opportunity for advertisement, and this fact, while insuring the help and cooperation of business houses, brought with it many dangers, which are mentioned in various baby-week reports. In some towns the advertising features were so identified with baby week that the campaign was in danger of being considered a commercial advertising one. In other towns baby examinations arranged by the department stores without supervision by the baby-week committees were badly managed. In a few cases business firms exhibited in their windows articles not to be recommended. For instance, one committee reports, "Many of the drug stores made special displays, some, to our consternation, featuring pacifiers and soothing sirups." These cases show the necessity of the baby-week committee's holding up proper educational standards throughout.

FOLLOW-UP WORK.

In the nature of things follow-up work can not be reported upon immediately after the close of baby week. It is a matter which takes months to crystallize, and the full influence of such celebrations can never be reckoned in concrete form. It is not possible, therefore, to record here much of the work which has been undertaken in consequence of the baby weeks of 1916.

At least one State, Rhode Island, planned a State-wide follow-up program: The establishment of a division of child hygiene in the State health department, the enforcement of the birth-registration law, provision for the inspection and licensing of midwives, and the attempt to secure a law requiring tuberculin tests for cattle. A movement to secure in every community a trained health officer is also under way; and interest in the organizing of Little Mothers' Leagues in the public schools has been greatly stimulated. Already, it is reported, one city has passed a birth-registration ordinance and has appropriated \$700 for a baby census.

A State-wide follow-up program for New Jersey was placed before the women's clubs by the chairman of the health committee of the State federation of women's clubs:

The health committee asks you to concentrate upon the effort to make visiting nurses a part of the health equipment of every community; to place a woman upon every local board of health and upon the State board of health at Trenton.

Reference has already been made to the successful new plan for enforcing the birth-registration law in Cleveland; to the Ohio town which during baby week tried and convicted its own milk supply and has since started a vigorous reform movement; to the house-to-house canvass for unregistered babies made by the club women of New Orleans; and to the report from Wisconsin of a trained nurse

who is giving talks on baby hygiene to young girls in the continuation schools. The launching of a school center in a North Dakota township, the determination of a small town in Wisconsin to get a school nurse, the plans of an Alabama county to achieve perfect birth registration and have lessons on the care of babies and young children taught in the schools—all mentioned elsewhere—are typical of the follow-up activities of many communities.

In large cities in which infant-welfare work was already well established baby week obtained a fuller support for such activities. The account of the Boston campaign, on page 24, illustrates this type of follow-up work.

Similarly, from the nurses who organized the baby day in a Michigan county comes this report:

Our baby day in the small town where we planned to try out this new idea, with the hope that it would be adopted generally through the county another year, proved a grand success. It is the first public-health movement ever held there upon the town's own suggestion, and, incidentally, it is the community where our work was most strongly opposed. The success was a wonderful victory for us and there is already a gratifying return tidal wave.

A nurse retained by a manufacturing concern in a Rhode Island town states that her visits have been received and understood recently as they never were before the awakening interest brought by baby week.

To direct and conserve the interest and enthusiasm bred by baby week several towns appointed standing committees. For example, a Pennsylvania city reports the appointment of committees on Little Mothers' Leagues, milk stations, prenatal clinics and mothers' conferences, health and sanitation, recreation, survey and exhibits, and finance.

In many places the follow-up work consisted in establishing infant-welfare and milk stations. One town illustrates how baby week gave an impetus for the carrying on of an infant-welfare station by the health department. The chairman writes:

We have succeeded in arousing much interest in the community, and the board of health is about to start a welfare station. The woman's club has been asked to take part by its members assisting the doctor when examining babies and by showing mothers how to prepare food. Our town has approximately 40,000 inhabitants, and last year the board of health received absolutely no appropriation from the town council. This year they are to receive something. I am not sure about the amount, so will not state it. The welfare station will be started with no funds, and will show the necessity of having such a place for mothers to be instructed in the care of their children.

Many of the baby weeks led to a campaign for a public-health nurse or helped such a campaign already under way. For instance, an Alabama town reports that a petition for a nurse was circulated

after baby week; a Washington town, that the proposal to employ a county nurse met with new interest.

Other towns report that baby week brought a better understanding of public-health work already under way. For instance, in an Ohio town the public-health nurse has had a number of calls to give advice in prenatal cases—a new thing in her experience. From a Canadian city comes the following:

We have had the salary of our city child-welfare nurse increased and an assistant nurse placed under her. We have also established a free baby clinic in the city health department which is splendidly patronized.

Elsewhere follow-up programs took other forms, according to the needs of the community. In a Maine town the women's organizations undertook to raise funds to pay a small fee to the doctor for examining 920 children in the city and rural schools. A Michigan town, in which attention was turned to bad school conditions, as a result of baby week, has had all the school children physically examined; they report finding many cases of adenoids, enlarged tonsils, and defective sight, and great need for dental care. The local chapter of the Daughters of the American Revolution undertook to provide for the most urgent cases and started a publicity campaign to rectify the poor lighting and bad conditions in the school buildings.

In many communities Little Mothers' Leagues have been established. In a Pennsylvania town the superintendent of schools assures the baby-week chairman that instruction of the Little Mothers' Leagues will go into the regular school course another year.

From a town in Illinois comes this report of follow-up plans:

One achievement of this week has been the fact that we secured the interest of the doctors. They have never before recognized any merit in the work attempted by our women's organizations. It seems probable now that we shall have a mothers' institute, an organization which will have for its object the dissemination of information on health, right living, and disease prevention. Several doctors have signified their desire to help, and a dentist has offered his services. The tentative plan is to hold three two-day sessions—one in the fall discussing the prevention and care of bad-air diseases; one in the spring devoted to cleaning, fly campaigns, and contagious diseases; and one in early summer, when infant feeding and the care of foods in summer will be intelligently presented.

In New Jersey public-health officials are planning an outline for a course of study on baby health for the women's clubs. A Michigan town has started a night-school course for mothers. In a Missouri town a mothers' community club has been formed.

An Ohio town has launched a child-welfare association, which is starting its work with an antityph campaign. A New England town is planning a survey by a sanitary expert; this town is also making

plans to knit the town and the surrounding country into a closer union and to raise the standard of efficiency among town officials. An Alabama town is concentrating on its dairy situation; it is making a campaign for pure milk and the eradication of the cattle tick. A North Dakota town is fighting tuberculosis and working for birth registration and stricter quarantine rules. A Pennsylvania town is exterminating its mosquitoes. A town which celebrated only one day in North Dakota decided on that day to give hot lunches to the school children and to begin buying playground apparatus. A Nebraska city which had a good permanent exhibit has been taking it from school to school for the instruction of mothers.

PART II. OUTLINE OF SUGGESTIONS FOR BABY-WEEK CAMPAIGNS.

PURPOSE AND GENERAL PLAN OF A BABY WEEK.

In addition to the description of campaigns contained in the foregoing pages, the following brief outline of practical suggestions may be useful.

The purpose of baby week, in general, is educational: To give to the parents of a community the opportunity of learning the facts with regard to the care of their babies, and to make known to a community the importance of its babies and the need of permanent work for their welfare and protection.

While the campaigns of 1917 will undoubtedly follow this general plan, it has been suggested that certain additions and modifications may be made.

The recent epidemic of infantile paralysis will of course modify the plans for baby week in any community in which such an epidemic has occurred, or where there seems any special reason to fear one. In such a community State and local health authorities should be consulted as to the form which baby week should take, especially before program features are included which involve bringing babies together. Among these features are baby parades, outings for mothers and babies, exhibits to which mothers bring their children, baby contests and conferences, etc.

In localities where there have been cases resulting in paralysis some demonstration of the methods of muscle training and other ways of restoring muscular activity will certainly prove of great interest. Systematic work in providing for all paralyzed children opportunity to secure proper after-care may form part of the follow-up work of such a baby week. Nowhere should the fact of the prevalence of infantile paralysis deter a community from a baby-week observance thus suited to the special conditions, since the celebration may be used to develop the public interest in infant welfare aroused by the epidemic. The statistics for the first 37 weeks of 1916 for New York City, where the epidemic was very pronounced, show that the baby death rate was actually lower during that time than it was for the same period of the year before, when there was no epidemic, and this improvement is ascribed to the popular response to

the precautions urged in the endeavor to meet the dangers of infantile paralysis.¹

It is suggested that the baby weeks throughout the country should not only emphasize the needs of young babies but should include those of all children under school age. This suggestion has been given in the following terms:

It requires only 12 months for a baby to become 1 year old and no longer subject to the hazards of infant mortality, but there are still many risks for him to encounter; he is still absolutely helpless, although increasingly charming, and his parents are as eager to keep him well and happy, as desirous of sound advice, as they were last year. Open out the 1917 baby week to include children still at home with their mothers.

Another subject which it would be desirable to include for consideration in baby week this year is the question of the need of better care for mothers before and at confinement. A study recently made by the Children's Bureau has shown that the welfare of babies can not be separated from that of their mothers, and has demonstrated the unregarded waste of women's lives at the very moment when they are most necessary to their children. Therefore communities may well consider, in connection with baby week, what must be done to provide better prenatal and obstetrical care for mothers.

Finally, this year as well as last, the most important part of baby week is the follow-up work to which it leads. Baby week should not be a temporary flurry and excitement, the effect of which is allowed soon to subside, but very definite efforts should be made to have it lead to permanent good for the babies of the community.

In the many communities which have already held one baby week of a general educational type a second celebration may well add to this general educational campaign particular emphasis on some one phase of infant-welfare work which is especially needed in the community, such as the establishment of a public nursing service, or an infant-welfare station, or a prenatal clinic, or a county center for maternal and infant welfare; the employment of a full-time health officer; the establishment of a division or bureau of child hygiene in the local health department; the improvement of the milk supply; the systematic after care of infantile paralysis; better birth registration, etc. Undoubtedly a great deal can be accomplished when the whole campaign is directed toward one end.

ORGANIZING A BABY WEEK.

Baby week should be a community campaign in which many organizations and individuals are asked to take part. One of the greatest benefits to be derived from baby week is the bringing together of many organizations for a common aim. Added to this is

¹ New York City Department of Health. Weekly Bulletin, Sept. 30, 1916, p. 314.

the fact that everyone has a far greater interest in work in which he has a definite part.

Some organization or individual must take the lead, however, in organizing a baby-week campaign. This may be a women's organization, the city department of health or other city officials, the local infant-welfare or visiting-nurse society, the chamber of commerce, or any other organization; or it may be some public-spirited individual.

In any case the first step should be to ask the cooperation of all agencies naturally interested in child welfare, as well as that of organizations representative of the varied interests of the community. The number and names of the cooperating organizations will vary greatly; in the larger towns and cities the list will ordinarily include the mayor and city officials; the city health department, especially its division of child hygiene or child welfare if this exists; all women's organizations; the school board and the principals and teachers of the schools; the local medical society; the local infant-welfare society; the local visiting-nurse society; the churches; all charitable organizations and settlements; the Camp Fire Girls; the Boy Scouts; the playground authorities; the newspapers; chamber of commerce; labor unions; fraternal orders; other men's organizations, etc.

A meeting of representatives of these organizations may be called to discuss plans for baby week and to take the first steps in organizing committees. The group which calls the meeting should have a clear idea to present as to a suitable time for holding baby week, certain results that it hopes to accomplish, the approximate amount of money that baby week is likely to cost, and in a general way the scope of the campaign.

In organizing a county campaign an effort should be made to obtain the help and interest not only of organizations in the county seat and other towns within the county but also of county organizations, such as the county medical society, the farmers' organizations, and organizations of rural women. All teachers of rural schools and the rural churches should be consulted in the campaign. Especially important is the cooperation of county officials, such as the county health officer and superintendent of schools.

In country districts the campaign may be one either of the county as a whole, of a small town with the country district surrounding it, of a township, or of a single neighborhood or school.

Committees.

Experience has shown that every community knows best how to organize its committees. For counties, smaller towns, and rural communities, the descriptions of the organization of the campaigns in 1916, on pages 14 to 23, will be suggestive. For larger towns and

cities the following outline of committees and their duties may be useful:

Executive committee.

Finance committee.

Program committees.

Committee on baby-welfare information.

Publicity committee.

Executive committee.—This committee should take the final responsibility in all matters of policy and detail of the campaign management. If it seems advisable to have a large committee, a few members, not more than seven, may be made a subcommittee with power to act on all matters of detail after the larger committee has adopted a general plan covering all the principal features of the campaign. At the close of the campaign the executive committee should not be dissolved until all the affairs of the campaign are finally settled and a committee on follow-up work is appointed.

The desirability of employing a director or executive secretary depends largely on the extensiveness of the campaign and the availability of a competent volunteer worker who will give full time to directing the work for a period of weeks. It is very important to have stenographic service for sending out directions to committees, requests for service and contributions, material for the newspapers, etc. The success of many of the publicity features, especially, depends on a generous amount of clerical work, part of which can of course be carried out by volunteer helpers.

Finance committee.—The finance committee should be appointed when it is decided to undertake the campaign. Methods for raising money for the campaign should be worked out on the lines which experience has shown are practicable in the community. (See p. 14.)

Program committees.—A separate committee should be in charge of each daily event (for instance, flag day) or special feature (such as baby-health conference).

Baby-welfare information.—A committee should be in charge of gathering facts as suggested in the section on "baby-welfare information."

Publicity.—In a small campaign probably one publicity committee can readily take charge of all the work. If the campaign is extensive, however, it would be advisable to have subcommittees, at least on press, printing, advertising, educational pamphlets, and talks. Much of the actual newspaper work would probably be done by the secretary, by a specially employed press representative, or by volunteers with newspaper experience who would agree either to prepare copy or to meet the reporters from day to day and give them material.

Time of holding baby week.

A baby week may be held at any time during the year as part of the nation-wide campaign. In some communities, on account of local conditions, the date fixed for the national campaign may not be as suitable as another date earlier or later.

In the larger cities and where the campaign is extensive it is well to allow several months for the preliminary work. The organizer of a very successful campaign in a large eastern city writes as his opinion: "Two or three months of preliminary time for preparatory work can be made to multiply the efficiency and permanency of the results."

COST.

The first question which will be asked is, What will baby week cost? but it is the most difficult to answer. The cost will depend on the extent of the campaign, on the features carried out, and especially on the degree to which the committee succeeds in obtaining service and materials free. Celebrations in 1916 proved that where general cooperation is obtained a baby week can be held at little or no expense.

Items which must be considered in carrying out a full baby-week program and which must be obtained either through money payments, or by contribution are printed matter, including educational literature, postage, expressage, and rental on borrowed exhibits, construction of original exhibits, hall and office rent, lighting, etc.

In large cities the cost of employing a paid director will usually be well worth while and will save the confusion and waste growing out of undirected effort. The employment of stenographers may be found a wise economy even in many smaller places. A study of the cost of characteristic campaigns held in 1916 may be of help. (See pp. 14 to 26.)

DETAILS OF BABY-WEEK PROGRAMS.

The program for a baby-week celebration may include several or all of the following features:

1. A program of special days, lasting for a part or the whole of the week, including several of the following or others to be originated: Baby Sunday, flag day, fathers' day, school day, outing day, parade and visiting day, birth-registration day, permanent-organization day, etc.
2. Obtaining of baby-welfare information.
3. Infant-welfare exhibit.
4. Baby-health conference.
5. Meetings.

6. Plays.
7. Competitions in poster making and essay writing, mothers' contests, etc.
8. Publicity and education through newspapers, advertising, and the distribution of leaflets and pamphlets on the care of the baby.
9. Follow-up work.

Program for a baby day.

In communities wishing to devote only a single day to the celebration the program may include any of the above features which can be easily carried out. The following program is suggested for a baby day:

1. Baby-health conference held during the morning and early afternoon.
2. A small exhibit, prepared locally, shown in connection with the conference.
3. An afternoon meeting for mothers.
4. Distribution of pamphlets on the care of the baby.
5. An evening meeting for everyone, with motion pictures or lantern slides, short talks, a play performed by children.
6. Articles in the newspapers.
7. A study, made before baby day, of birth registration in the community.
8. Follow-up work.

Or this simpler program:

1. A small exhibit shown in some central place; for instance, at the school or in the window of a general store.
2. A school celebration with essays or a play by the children.
3. An evening meeting at the school with lantern slides, a popular program, and a short address on the subject of baby day.
4. Articles in the daily or weekly newspaper.
5. Follow-up work.

Program of days.

The feature of baby week that affords the best opportunity for securing good newspaper publicity and for enlisting large numbers of volunteer workers is a series of special events for each day in the week. Committees may find helpful the descriptions of various "days" celebrated last year. (See pp. 35 to 43.) With regard to plans for a few of the days the following suggestions may be useful.

FLAG DAY.

On this day, which may come on the Saturday before baby week opens, or on Monday, banners are distributed to the homes of all

babies under 1 year of age. In some smaller communities it may seem wise to include the homes of all children under 6 years.

The banners used may be small American flags, or they may be made up very cheaply of muslin, with some baby-week slogan or emblem printed in appropriate colors. A good size for the banner is 18 inches long by 12 inches wide, with a stick long enough to be tacked to a window frame. Novelty makers or printers can make these banners.

The names and addresses of the babies may be obtained in various ways. A list of all babies whose births have been registered during the last year may be obtained from the local registrar, who must be asked to check the birth-registration with the death-registration list, so that no flags will be sent to homes where babies have died. Frequently those delivering the flags according to such a list will find babies whose births have not been registered. They will of course deliver the flags to these homes, and they should be instructed to report the names and addresses of these unregistered babies to the committee or to the registrar, so that they may be properly recorded.

Where a house-to-house birth-registration canvass has been made before baby week the lists obtained can be used for the flag distribution.

Delivery of the flags may be made by committees of women assisted by committees of boys. It is a good thing to have the boys carry small hammers and tacks, so that they can put the pennants in place when the householders are willing. With each pennant should be delivered a program of the local baby week, and a leaflet on the care of the baby. Special announcements of the infant-welfare exhibit or of the baby-health conference, if these are held, should also be distributed.

All those who are distributing flags must be able to give a clear and brief explanation of baby week and flag day.

The preparations for flag day in a large city require considerable care and plenty of time. Several days in advance a central committee on flag day should obtain from the health department the names and addresses of the registered babies. These will then be sorted by districts and the appropriate number of flags sent to the various headquarters from which the district teams will start out to make the distribution.

One of the elements in making flag day a success is a generous notice of it in the press, both the day before and on the morning of flag day. If there are papers printed in foreign languages, particular care should be taken to see that they publish beforehand an explanation of flag day.

BABY SUNDAY.

Baby Sunday may come at the beginning or at the end of baby week.

The committee in charge of this part of the campaign should secure a list of the leaders of the religious bodies of the community.

Some communities may wish to ask all of these to preach on baby week or baby welfare on that day. If this is undertaken, members of the committee should call upon or write to each one who is asked to preach, and explain the purpose of baby week. In order to aid in the preparation of special sermons an outline of information on the subject of baby week should be furnished. In the appendix, page 109, will be found considerable material upon the subject of infant welfare and baby week, which may be incorporated in such an outline.

In any event there will probably be a general response to a request to give notice of the program of baby week on Baby Sunday, and to explain the purpose of the observance. The experience of the 1916 campaign in observing Baby Sunday is given on page 36.

Meetings to sum up the work and teachings of baby week may be held on the afternoon of the Sunday closing baby week. Church societies, whether of men or of women, may arrange that their meetings near the end of the week shall include a short discussion of the subject. The discussion should have as a leader some one with special knowledge of baby welfare. Suggestions for programs are given on page 91.

FATHERS' DAY.

Suggestions for fathers' day will be found on page 36.

OUTING DAY.

If the weather permits, an outing day for mothers and babies forms an attractive feature. This may take the form of an automobile ride, a morning or an afternoon spent in the park, or an excursion on the water. If it is possible, an alternative indoor program for bad weather should be planned.

VISITING DAY AND PARADES.

For this day the committee may arrange a tour of inspection of all the places where any work is done for babies, such as infant-welfare stations, day nurseries, or baby hospitals. Such a day is very important in communities where infant-welfare work has been begun, either by the health department or by private organizations, and it is desirable that the public shall know more about the work that is being done and the need for developing it. City officials and representatives of men's organizations and of societies for civic and mutual benefit should be invited to take part in the tour.

our of inspection may be combined with a parade. Various parades are suggested on page 37. This year it should be remembered that a parade of babies is one of the features bringing together, which it is unwise to include where an epidemic of infant paralysis has occurred recently.

Regarding parades every effort should be made to avoid overtaxing the strength of mothers and young children. The most common parades are those in which automobiles are furnished for mothers and babies. An important feature which should not be omitted in plans for a baby parade is the policing. Definite arrangements should be made for the special policing of street corners, and should be published in advance in the papers, so that mothers will feel reassured.

SCHOOL DAY.

Each day during the week special exercises may be held in the schools throughout the city. These may be arranged as a regular part of the school work or as an afternoon entertainment to which mothers are invited. Programs and ideas for contests for children are given on pages 38 and 51. Where prizes are offered they should be as simple. Plays have proved a very successful feature in school celebrations. (See pp. 54 and 134.)

Schools where Little Mothers' Leagues (see p. 98) are organized may have a program may consist of compositions and demonstrations by members of these leagues and of talks by their teachers. If no Little Mothers' Leagues are at present organized, the school day may afford an opportunity for starting them.

The Baby-Week Manual, issued by the committee on meetings and demonstrations of the New York City Baby Week Committee for use in the schools, gives many excellent suggestions for programs, etc. Sample copies of this manual may be obtained on application to the department of health, New York City. The department will give permission to any community to reprint the manual in full, provided credit is given to the New York City Baby Week.

BIRTH-REGISTRATION DAY.

It may be well worth while to concentrate attention for one day on the importance of having all births registered. Many admirable efforts have been made of making interesting the subject of better birth registration. This year worked out this year through the ingenuity of committees and health officers. These are referred to on page 42.

The committees may decide to make a preliminary investigation of the completeness of birth registration, so that a report can be made on birth-registration day. (See pp. 43, 78, and 98.)

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Some committees may decide to make a preliminary investigation of the completeness of birth registration, so that a report can be presented on birth-registration day. (See pp. 43, 78, and 98.)

In several States, and in some cities in other States, the registration authorities send a card or certificate of notification to the parents when a birth is registered. This practice is helpful not only because it gives parents a document which may be preserved with as much care as a marriage certificate, but because it tends to bring about improvement in birth registration. The baby-week campaign would be a good occasion to emphasize the importance of having this notification sent out.

Local newspapers should be furnished with articles or material for articles on birth registration, in which incidents showing the practical value of birth registration should be included. The State and local health officers and in some cases State college or university authorities can be helpful in supplying the data. The Children's Bureau will furnish, on application, press material on this subject.¹

BABY-WELFARE INFORMATION.

One of the most important parts of a baby-week campaign is the gathering of accurate information not only upon local birth registration, but also as to the death rate of babies and the community conditions especially affecting them.

This information can be used in the campaign in a variety of ways—for the preparation of exhibit material, for newspaper stories, for printed matter, and for speeches throughout the campaign.

Birth registration.

Different plans may be followed in making studies of the local birth registration. Among those which have been carried out successfully are a house-to-house canvass of a whole city or town; a house-to-house canvass of a limited district; an investigation of a selected list of births. A leaflet giving full directions for carrying out a birth-registration test according to these or other methods will be sent on application to the Children's Bureau.

Baby death rate.

The committee in charge of obtaining this information should include in its membership the local health officer and registrar. In most communities, on account of the lack of complete birth registration, accurate data with regard to the baby death rate can not be obtained. Where complete canvasses of births are made, as above suggested, these will supplement the official records of births. The facts as disclosed by the records, however incomplete, should be studied.

¹ See also U. S. Children's Bureau. *Birth Registration: An aid in protecting the lives and rights of children.* Bureau publication No. 2.

The following figures should be compiled:

(a) The number of live births during the last calendar year of which records are obtainable at the time of the campaign.

(b) The number of deaths of babies under 1 year of age during that year.

(c) The baby death rate, or infant mortality rate, which is the relation between the two. The rate is expressed as the number of deaths of babies under 1 year of age per 1,000 live births during the same year. Although in the smaller communities the number of babies born alive during a year may not reach 1,000, the rate is still given in terms of the number of deaths per 1,000 live births. For instance, if the number of babies born alive during the year is 200, while the number of babies under 1 year of age dying during the year is 25, the baby death rate will be 125 per 1,000.

(d) The number of babies under 1 year of age who died during the year from all causes; also the number of babies' deaths and the percentage of the total number of babies' deaths assigned to each of certain important causes, such as diarrhea and enteritis, congenital diseases and diseases of early infancy, and respiratory diseases.¹

These figures, when compiled, will show what is the most important cause of death among the babies in the community and will point to that factor which should be attacked first in an attempt to lower the baby death rate. For instance, one community may find that the majority of its deaths of babies under 1 year are due to diarrhea and enteritis occurring in the summer months. This fact points to the special need of infant-welfare stations, the instructive work of visiting nurses, and, possibly, of improvements in the milk supply, for it has been definitely proved that through these means diarrhea and enteritis among babies can be largely prevented.

Another community may find that few babies die from these diseases, but that congenital diseases and diseases of early infancy are to blame for the majority of the deaths. Here evidently there is need for better prenatal and obstetrical care given by physicians and nurses and for community measures for supplying them.

In smaller communities, where the figures upon which rates for one year must be based are very small, it will be better to use the figures not for one year only but for a period of three or five years.

¹ Figures compiled at the Children's Bureau from the tables published by the United States Bureau of the Census give the following distribution of infant deaths according to these three causes. These percentages are based on the average annual number of infant deaths for the five-year period 1908 to 1912 and relate to the States which were in the death-registration area in 1910: Diarrhea and enteritis, 25.6 per cent of all deaths under 1 year of age; congenital diseases and diseases of early infancy, including congenital malformations, congenital debility and premature birth, atrophy and marasmus, injuries at birth, and other conditions peculiar to early infancy, 34.8 per cent; respiratory diseases, including acute bronchitis, broncho-pneumonia, and pneumonia, 14.9 per cent; all other causes, 24.7 per cent.

A useful method of studying and portraying conditions in the community is through the preparation of two spot maps, one showing the location of the births and the other that of the deaths of the babies during the year or period studied, or one map may be prepared giving both the births and deaths in different colors. This will show graphically in which part of the community the largest number of babies die and will give evidence as to the general conditions leading to an excessive death rate. Maps for this purpose should be large and should contain very little detail. The spots should be made at the location of the address where the birth or death occurred. The spots may be drawn by hand or put on with a rubber stamp or they may be represented by short pins with colored heads.

Where a study of the figures can not be made locally, information with regard to the local baby death rate may be obtained by applying to the State health officer or the State registrar of vital statistics.

Baby-welfare work.

A study should be made of what baby-welfare work is being done by the department of health or by private organizations, with the object of pointing out the further needs of the community. This would include studies of:

- (a) Infant-welfare or milk stations or other types of permanent stations.
- (b) Work by visiting or public-health nurses.
- (c) Prenatal care and proper obstetrical and nursing care of mothers.
- (d) Educational work by pamphlets, lectures, etc.
- (e) Provision for sick babies at hospitals.
- (f) Summer camps or tents for babies.
- (g) Work done for the prevention of blindness among babies, including laws or ordinances and their enforcement.

Community conditions.

A study may be made of the local milk supply or of the other sanitary conditions of the community which affect the baby, such as water supply, housing conditions, disposal of garbage and sewage, etc. (See p. 44.)

These studies may form part of the program of women's organizations during the winter.

If such studies can not be made preparatory to baby week, they may be included in follow-up work. (See p. 99.)

BABY-WELFARE EXHIBIT.

In the 1916 campaign an exhibit proved to be one of the most popular features of baby week. In arranging any exhibit to which mothers are allowed to bring babies or young children the State or local health authorities should be consulted as to whether the danger of any epidemic, especially one of infantile paralysis, renders such an exhibit inadvisable. (See p. 69.)

An exhibit may be used in many different ways.

1. It may be shown in connection with a baby-health conference or a meeting.

2. An exhibit may be the main feature of a central headquarters, combined with plays, meetings, or motion pictures. In this case practically all the publicity will be directed toward bringing people to the central place, and the methods will follow those used in conducting any social-welfare exhibit.¹

3. Many small exhibits may be shown during baby week in different centers in a large city.

4. An exhibit prepared for baby week may be used later as a lending exhibit throughout a circuit. Such a circuit may be a series of centers in one large city or all the towns or the district schools of a county or all the towns in one section of a State.

5. An ingenious plan is to obtain the consent of merchants to arrange small exhibits in their windows in which suitable articles from their own stock will appear.

Different features which may be included in an exhibit are wall panels, exhibits of objects, and demonstrations.

Subject matter of an exhibit.

Many different subjects may be treated in a baby-welfare exhibit, but they should be kept distinct through the arrangement of the exhibit.

Among subjects which may be included are:

1. Care of child and mother.

Care of the baby.

Feeding—breast feeding, artificial feeding.

Clothing.

Fresh air, bathing, routine care.

Care of the child up to school age.

Feeding.

Clothing.

Play.

¹ See U. S. Children's Bureau. Child-Welfare Exhibits: Types and preparation. Bureau publication No. 14.

1. Care of child and mother—Continued.
 - Care of the mother.
 - Prenatal care.
 - Care at confinement.
 - Care of children with paralyzed muscles.
 - Muscle training, etc.
2. Community conditions.
 - Birth registration.
 - Baby death rate.
 - Contagious disease— including infantile paralysis.
 - Milk supply.
 - Water supply.
3. Community needs.
 - Infant-welfare stations.
 - Public-health nurses for infant-welfare and prenatal work.
 - Larger appropriation for public-health work.
 - Public outdoor recreation.
 - Improvement in birth registration and in sanitary conditions—milk supply, housing, etc.

Securing exhibit material.

Exhibit material may be bought, rented, borrowed, or prepared locally. In general the most successful exhibits combine material which is prepared locally with that which is obtained in other ways.

Many State boards of health and extension departments of State universities and agricultural colleges have exhibit material which they will send out through the State to any organization paying transportation. On pages 121 to 131 of the appendix will be found a list of material available from these sources in various States. These departments are adding rapidly to their supply of exhibit material; therefore it would be worth while to make application to such State agencies for exhibit material even in cases where the agencies do not appear in this list.

Several national organizations and Federal departments have traveling exhibits on infant-welfare subjects. For a list of these organizations and departments and for details regarding their exhibit material, see appendix, pages 117 to 121.

It is well to make application for this material as long in advance as possible, as last year proved that there was an overwhelming demand at the last moment for all available material.

MAKING WALL PANELS.

If no exhibit material on the care of infants in the form of wall panels is found to be available, the exhibit committee may wish to

prepare their own panels. In any case, most committees will wish to include panels illustrating local needs and conditions. Reproductions of a few typical panels on the care of babies are given in the appendix to Child-Welfare Exhibits. Committees may find it practical to copy these panels or others of which they can obtain reproductions, using photographs or pictures from magazines for the illustrations. In the appendix to this bulletin, page 116, are given lists of the subjects of the panels in several infant-welfare exhibits. In preparing material it is well to remember that it is best not to attempt to include too much on one panel and that each panel should be on one subject or idea and should not be a miscellaneous collection of statements and pictures.

A small temporary exhibit may be made at slight expense, if cheap materials are used. In a temporary exhibit there is no need of framing the panels. They should, however, have a border painted in a color contrasting with that of the panel. A good size for a large panel is 3 by 5 feet, the panel being hung 20 to 30 inches off the floor.

The material of which panels may be made will vary somewhat with the size, and panels which are to have photographs pasted upon them need a stiffer ground than others. For larger panels the materials most generally available are beaver board, Upson board, and compo board. For smaller panels corrugated strawboard, heavy cardboard, and binder's board may be used. The last two are usually obtainable in all communities.

Plain upright letters are best, varying in height from three-fourths of an inch to 2 to 3 inches for special display. The type of lettering known as gothic is very clear and easily read. On some tinted backgrounds lettering may be done in both white and black letters. A color variation for important words or to lend variety is desirable when used in moderation. It is well to remember that the cheap red which produces a glare is ineffective.

Lettering is done best by a sign painter, if this expense can be incurred. The best substitute method is the use of pasted paper letters. These paper letters, with gummed backs, may be ordered at stationery shops. The lettering should be planned by a person with a sense of artistic balance, and pasted letters should be put on with great care.

A suggestion for making inexpensive panels is given on page 17.

Panels are much more attractive and interesting if they are illustrated by photographs, drawings, colored pictures, or maps. It is well, however, to avoid the use of diagrams and charts that require close study. Photographs should be enlarged to at least 10 by 12 inches to be effective.

EXHIBIT OF OBJECTS.

1. An interesting part of an infant-welfare exhibit is a collection of model articles for use in the care of the baby. These may be borrowed from the stores, but they should be carefully chosen by the committee. The exhibit should include outfits at minimum cost and homemade substitutes. Exhibits in miniature of tiny dolls with clothing, furniture, etc., are attractive. They are especially useful in small exhibits to be sent from place to place. The exhibit may include proper clothing, sleeping and bathing arrangements, and articles used in the modification of milk and preparation of food for older children. (See Appendix, pp. 114 to 115, for a list of articles forming part of the exhibit on infant care at the exhibit of the Children's Bureau, Panama-Pacific Exposition, and for other articles which may be used. See, also, p. 47 and illus. Nos. 12 and 13 for description and pictures of good exhibits of this kind.)

2. Articles which are injurious to the baby may be shown, such as pacifiers, soothing sirups, etc.

3. Proper food for children up to 6 years may be shown, including model meals for a day, school lunches of the Do Care and Don't Care families, and market baskets of the same two families.

4. A model infant-welfare station may form part of the exhibit.

5. Models showing good and bad dairies, methods of fly prevention, and methods of preventing water contamination are always of interest.

6. Homes of the Do Care and Don't Care families. (See Appendix, p. 116.)

Further suggestions for exhibits will be found on pages 45 to 49 and in the section on typical local campaigns.

DEMONSTRATIONS.

An exhibit which involves the activity of human beings is always more attractive than one composed solely of objects or wall panels.¹

Demonstrations on the care of the baby may consist of:

Preparation of modified milk.

Preparation of food for older babies, 1 to 6 years.

Bathing the baby.

Dressing the baby, showing proper costume in summer and winter.

Protection from flies, etc.

The use of homemade appliances—home pasteurizer, fireless cooker, iceless refrigerator, etc.

¹ See U. S. Children's Bureau. Child Welfare Exhibits: Types and preparation. Bureau publication No. 14, p. 42.

Demonstrations of infant-welfare work may show the work of an infant-welfare or milk station and of public-health nurses.

Demonstration of muscle training for children with paralyzed muscles may be arranged by orthopedic surgeons.

See page 45 for descriptions of successful demonstrations.

Explainers.

Explainers, whose task is to draw in visitors to the exhibit as well as to explain its details, are desirable for any exhibit.¹

They are especially important for a small infant-welfare exhibit. Arrangements should be made to have at least one explainer continually at each section of the exhibit. All explainers should receive instruction in the subject matter of the exhibit from a representative of the committee which has arranged it; meetings of the explainers once or twice during the week, at which they may ask advice with regard to questions which have puzzled them, may be of advantage.

Nurses are the best explainers at an infant-welfare exhibit, particularly if it is largely on the care of babies. Besides explaining the panels they may give demonstrations in the preparation of milk, in bathing the baby, etc.

Publicity about the exhibit.

It is essential that the exhibit be given proper publicity. The publicity committee of the baby week will have this in charge, but the exhibit committee will have to see that correct information with regard to the exhibit is furnished to the committee on publicity.

If an exhibit on the care of infants has been prepared, a special effort must be made to bring to the exhibit the mothers of the community; if one on the need for infant-welfare work has been arranged, those organizations and individuals who will be useful in helping such a movement should if possible be brought to the exhibit. Different methods must be devised in order to reach different types of people. In Pittsburgh many mothers were invited through their children in school; personally conducted parties were organized in different neighborhoods and taken to the exhibit.

Additional information which will be useful to those planning an exhibit may be obtained from Child-Welfare Exhibits, Children's Bureau publication No. 14; Report of the Philadelphia Baby-Saving Show, Child Federation, Witherspoon Building, Philadelphia, Pa.; How to Use an Exhibit, Board of Health of the State of New Jersey, Trenton, N. J.; A B C's of Exhibit Making, Department of Surveys and Exhibits, Russell Sage Foundation, 130 East Twenty-second Street, New York, N. Y.

¹ U. S. Children's Bureau. Child Welfare Exhibits: Types and preparation. Bureau publication No. 14, p. 42.

BABY-HEALTH CONFERENCES.

"Living features"—that is, features in which grown people, children, or babies take part—are the most interesting divisions of any exhibit or celebration. In a baby-week campaign much of the work is necessarily of this character. The committees are centers of activity and arrange the many features which have been suggested in this bulletin—celebrations by school children, parades, outings, etc. The whole campaign, however, revolves about the baby himself; he is its most interesting feature.

Various types of what may in general be called baby-health conferences have been devised; all have one common aim, to focus attention on the individual baby. There is a growing tendency to minimize the competitive element in these events and to make the conference of assistance to the mothers of the babies examined by pointing out the needs of each baby and the ways by which his physical condition may be bettered. It has been well said that contests in the past have done good in calling attention to the need and the possibility of upgrading the American child. But the contest attracts only the prospective prize winner and leaves out the great rank and file.

A baby-health conference, moreover, is a demonstration to all the people of a community of the value of a periodic physical examination for all babies as well as for older children and the value of guidance to mothers in the care of their babies. The conference may therefore be a potent means of showing to a community how such examinations may be carried on and the benefits of such work in "keeping the well baby well." The organization of infant-welfare or milk stations or other forms of permanent stations often follows the holding of such conferences.

It is to be noted especially that as baby-health conferences involve bringing babies together they are included among those features of baby week discussed on page 69. It is there stated that in a community in which an epidemic of infantile paralysis has occurred recently the State and local health officers should be consulted before a feature of this sort is included in the program for baby week.

A conference is best combined with a small infant-welfare exhibit. Held in conjunction with an exhibit on the care of babies, it shows the practical application of the advice given on the panels; while if the exhibit deals with the need of the community for infant-welfare or milk stations, the conference illustrates the methods and benefits of such work.

All the different forms of conferences to be described have in common the following features: Thorough physical examination of the babies by competent physicians according to some definitely out-

lined plan, a record of the examination being given to the parents; personal interviews between physicians and parents, in which the needs of the baby are pointed out and the general hygiene best suited to the baby under consideration is dwelt upon. No treatment or prescriptions are given; where there is need for either, reference is made to the family physician or dentist, to specialists, or, where the parents can not afford private care, to clinics and hospitals. The information given to the mother with regard to the proper care of her baby is much strengthened by reference to the exhibit material of the infant-welfare exhibit, by demonstrations and lectures (with lantern slides) on the subject, and by the giving out of bulletins and leaflets. The help of nurses is an important feature.

Conditions for the conference which are safe and comfortable for the baby must be provided. Of the utmost importance is the careful making of appointments beforehand for the conference. Where babies are examined only by appointment the dangers and discomforts of children collecting in crowds can be avoided.

Baby-health conference without score card.

This type of conference has been held as part of a children's health conference at Knoxville, Atlanta, Jacksonville, Toledo, Peoria, at the exhibit of the Children's Bureau at the Panama-Pacific Exposition, and during the past year in connection with baby week in many communities.

In these conferences a full physical examination, including one of the eyes, nose, and throat, is made of each baby; a printed blank is filled out, giving the results of the examination and notes with regard to the individual needs of each baby. This record sheet is given to the mother. If treatment or medicine is needed, the mother is referred, as above stated, to her private physician, to a specialist, or to other sources of help, as the case requires. No score card is used.

The record sheet used instead of a score card in these conferences gives space for notes on the age, height, weight, previous history, and any physical defects found in the physical examination. It has a page on which the examining physician gives advice to the mother on the general hygiene necessary to better the physical condition of the baby or to keep the baby well. In a conference of this type no attempt is made to compare the development or condition of different babies; the object of the conference is rather to center the attention of the mother on the qualities and needs of her own child, to teach in a practical way the facts with regard to the care of babies, and to point out the sources of assistance in making or keeping the baby well. These purposes should be made plain in the publicity material given out.

Any simple form of record sheet which is decided upon by the medical staff of the conference and which gives space for notes on the physical condition of the child and notes on hygiene may be used.

On pages 132 and 133 of the appendix is reproduced a copy of the record sheet used by the Children's Bureau, filled out for a typical case. This record sheet has been reprinted by the American Medical Association and may be obtained on application to the secretary of the council on health and public instruction, 535 North Dearborn Street, Chicago, Ill.

A pamphlet of instructions for committees planning baby-health conferences or children's health conferences of this type can be obtained on application to the Children's Bureau.

Baby-health conference with score card.

In such a conference the physical condition of the baby examined is recorded on a score card. For each defect found a certain amount is deducted from the perfect score of 100. When the examination is finished and the score computed the latter expresses the general physical condition and development of the child. Many successful conferences have been held throughout the country during the past few years according to this method. The American Medical Association has prepared a standard score card which may be obtained for use at baby-health conferences. This organization has also prepared a pamphlet giving instructions for organizations wishing to conduct a baby-health conference according to this score card, suggestions on the use of the score card to physicians making the examinations, and suggestions upon the computation of the score. (See Appendix, p. 119.) Sample copies and a price list of score card, pamphlet, and anthropometric table may be obtained on application to the secretary of the council on health and public instruction, 535 North Dearborn Street, Chicago, Ill.

Baby-improvement contest.

Another form of baby-health conference is that in which the babies are first examined and scored as in the above conference, and after an interval (1 to 12 months) are again examined and scored and a diploma, medal, or prize is given to the babies showing the greatest improvement in score. The following resolutions were adopted by the Council on Health and Public Instruction of the American Medical Association, February 24, 1914:

That if the awarding of any medals or prizes seems judicious in the baby-health conferences, they shall be given to the babies showing the greatest improvement in health between the various examinations rather than to the naturally healthy child who scores high at the first examination.

A baby-improvement contest was held by the Child Federation of Philadelphia in 1914. In this contest the babies examined and scored at the first examinations were kept under observation for four weeks and their homes were visited at frequent intervals by trained nurses. At the end of this time the babies were again examined and scored. The final score, upon which prizes were awarded, was based 50 per cent on the improvement shown in the physical condition of the baby between the two examinations and 50 per cent on the improvement shown in the cleanliness and general sanitation of the home, the care of the baby in the home, and the degree of cooperation shown by the mother. At the close of the first examination the physician prepared a slip containing the special form of instruction he desired the mother to have, and this was given to the visiting nurse having the case in charge.

Many organizations have held baby-health conferences according to a score card and a year later have held improvement contests in which the same babies entered for a second examination. In many baby weeks in 1916 the first examination in a baby-improvement contest was a feature.

COMPETITIONS OF VARIOUS KINDS.

Suggestions for competitions of various kinds may be drawn from reports of baby weeks on pages 51 to 53. When a prize seems desirable or necessary, it should be extremely simple.

For a better-mother competition a local newspaper may be glad to offer a small prize for the best letter on the care of the baby, written in answer to a series of questions published in the paper at the opening of the competition. After the letters are judged and the prizes awarded many of the best letters could be published. A committee composed of physicians and nurses should be given charge of drawing up the questions and judging the replies.

MEETINGS.

Mass meeting or rally.

A mass meeting may well form a useful feature of baby week, especially in smaller communities. It may be held at the beginning or end of the campaign. The committee in charge of this meeting undoubtedly will be able to secure free some public hall, theater, or school. It is well to choose a place barely large enough to accommodate the size of audience which may reasonably be expected to attend. A meeting which fills a small hall, even to overcrowding, is more inspiring than one in a large hall which is half empty.

A suitable presiding officer should be chosen. An interesting speaker from another city may be secured for the mass meeting;

Cooperation of merchants and other business men.

The committee should bear constantly in mind that the primary purpose of baby week is an educational campaign and all cooperation offered should be tested by this standard. In every community there are public-spirited merchants who will cooperate with the committee and will contribute window space or articles for exhibits which the committee approves, and who will assist in the distribution of posters and educational material supplied by the committee.

It is of the utmost importance that any printed matter or exhibit material used by merchants under the committee's sanction should be approved by the committee.

If possible the committee should try to arrange with merchants in advance for suitable window exhibits.

Every effort should be made to discourage meetings or baby examinations which are not under the supervision of the baby-week committee upon which are represented the medical society, the department of health, and the women's organizations.

FOLLOW-UP WORK.

Just as important as the campaign of baby week is the follow-up campaign which should succeed it. One of the two main objects of a baby week as sketched in the preceding sections is to bring before the public a realization of the facts relating to baby welfare in the community and the need of greater efforts on the part of the community to protect its babies. If this has been successful, at the end of the baby week the time will be ripe for the urging of specific programs for the welfare of babies. As suggested before, some communities may find it wise to concentrate during baby week on one particular phase of work; here an especially good opportunity will be given for follow-up work after the celebration.

In the section on organizing baby week the statement was made that, before dissolving, the executive committee of the baby-week campaign should appoint a committee to make plans for follow-up work. The local department of health should be represented on this committee.

In communities where the city health departments are already carrying on good medical and nursing work for mothers and babies, where the milk supply is properly safeguarded, where birth registration is prompt and complete, the follow-up campaign will naturally be directed toward giving these public activities continued intelligent support and will emphasize the need of studying the city's responsibility for bettering sanitation, housing, and industrial conditions.

In communities where private organizations are carrying on infant-welfare work, but where little money is allowed the city departments for this purpose, a follow-up publicity campaign may help in obtaining the popular support which will enable these departments to take up such work. The follow-up campaign here will also help private organizations. The stimulation of better cooperation among all agencies interested in infant welfare should be one of the important results of baby week.

Many communities have as yet no work, public or private, for the welfare of babies; here the follow-up campaign will be directed toward beginning some work of this kind according to local needs.

Public-health or visiting nurses.

Recent years have proved that an indispensable part of any work for the welfare of babies, as well as of all public-health work, is public-health nursing. This service is needed in country and city alike.

Public-health nursing differs from private nursing in that it is concerned with the health of all the people of the community rather than with that of one individual. The public-health nurse is at the service of every member of the community. Those desiring her services in their homes who can pay for her visits do so, but those unable to pay may call upon her without charge. Her function is to concern herself with all the conditions in the community which may have a bearing on the health of its citizens. She is a public servant rather than a private luxury. By instruction, by demonstration, by inspection, and by the giving of nursing care she will try to increase the common knowledge of the prevention of disease and the maintenance of health on the one hand and will teach the community to recognize the early signs of disease and will explain the methods of checking its progress and restoring health on the other. One of her primary duties is to work for the saving of infant lives. By her advice to mothers during the period of pregnancy and her guidance through the first critical years of the baby's life she can supplement the doctor's services in keeping the baby sturdy and free from illness. In addition to instruction, many public-health nurses give nursing care during the lying-in period and in the event of any illness of the baby or other member of the family.

In the school the public-health nurse finds an excellent opportunity to discover any physical defects that may be developing in the school child. By early discovery and prompt eradication the results of such defects may be made almost negligible. She looks for symptoms of eye strain, of adenoids and enlarged tonsils, of poor teeth, of malnutrition, of nervous disease, of heart disease, or of contagious disease.

Cooperation of merchants and other business men.

The committee should bear constantly in mind that the primary purpose of baby week is an educational campaign and all cooperation offered should be tested by this standard. In every community there are public-spirited merchants who will cooperate with the committee and will contribute window space or articles for exhibits which the committee approves, and who will assist in the distribution of posters and educational material supplied by the committee.

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Another important duty of the public-health nurse is to discover tuberculosis in its early stages, to assist the patient to secure immediate treatment looking toward the arrest of the disease, and to teach him how to protect his family and associates from infection.

By formation of health leagues, little mothers' classes, mothers' clubs, girl scout classes in hygiene and home nursing, or other similar clubs and classes, the nurse seeks to carry the knowledge of the laws of health into the homes.

During baby week publicity may be given through talks, newspaper articles, exhibits, etc., to the need for public-health nursing in the community.

The cost of employing a public-health nurse depends somewhat on local conditions. The salary of a nurse qualified to do this work varies between \$75 and \$125 a month. In addition allowance must be made for transportation, telephone, and incidental expenses.

The cost of a nursing service is in some cases met by private subscription, in others by public funds, in others by a combination of the two. Many boards of education and health departments, city or county, now employ nurses; and there is a constant tendency for them to take over the work of private organizations. In several States laws have recently been passed allowing county boards of supervisors to appropriate money for the employment of nurses. A pamphlet on public-health nursing makes the following statement: "Every community has resources which become more accessible when once it is convinced of the value of the nurse's work. For this reason it is advised that if six months' salary is available the work should be put under way. This is the best method of educating a community to the need and usefulness of a visiting nurse."¹

The National Organization for Public-Health Nursing, 600 Lexington Avenue, New York City, stands ready to help any local organization that desires its assistance. For instance, it will furnish copies of a suggested constitution and by-laws, together with rules and regulations for the nursing service, also a monograph describing the organization and administration of a visiting-nurse service. It will give advice on methods of organization and of raising funds; it will assist in securing suitable nurses; it will send its executive secretary for consultation or public speaking; and it will render any other assistance, except that it will not undertake actual supervision or administrative responsibility.

Associations in small towns and in rural districts may obtain special help from the Town and Country Nursing Service of the American Red Cross, Washington, D. C. Committees associating their work with the Red Cross through affiliation will receive assistance

¹American Red Cross Town and Country Nursing Service. General Outline, 1914, p. 16.

in organizing and in securing nurses especially qualified for work in such communities. The Red Cross will supply upon request a general outline including suggestions for organization and administration.

The Public-Health Nurse Quarterly, published by the National Organization for Public-Health Nursing, 612 St. Clair Avenue, Cleveland, Ohio, gives information with regard to the problems and activities of public-health nursing. It amounts to a current textbook on the activities of public-health nursing.

Infant-welfare stations.

Infant-welfare stations have proved their value. The Children's Bureau¹ has information regarding 539 stations maintained, at least during the summer months in 1915, in 142 cities in the United States which had a population of 10,000 and over in 1910. In 60 of these cities infant-welfare stations were carried on by the health department or by the health department in cooperation with private organizations, and in the remainder by private organizations. There is a growing tendency for health departments to take over the work.

To infant-welfare stations mothers bring their babies once a week. A physician sees the baby, advises the mother about the feeding, and urges her to nurse the baby if possible. Through such help many mothers are able to nurse their babies who otherwise would wean them. If nursing is impossible, the doctor advises the mother how the bottle feeding shall be prepared. The doctor and the nurse tell her of the methods by which she can keep her baby well throughout the hot summer weather. The nurse then visits the mother in her home and shows her how to carry out the doctor's instructions.

Very often pure milk is sold at these stations. Experience has proved, however, that this is not necessary for the success of the work.

Prenatal care, or the care and instruction of women before confinement, in many cases is carried on through the stations. This work has lately increased rapidly. The Children's Bureau has records at present of prenatal work being carried on in 188 different localities.

The Public Health Commission of New York State in 1913 recommended that "each city with a population in excess of 10,000 and having an industrial population should have one infant-welfare station, and larger cities with an industrial population should have one such station for approximately each 20,000 inhabitants."

In smaller communities and in rural districts an infant-welfare station of the type successful in cities may not be practical. Here a "center for infant and maternal welfare" may, however, be feasible.

¹ See U. S. Children's Bureau. Tabular Statement of Infant-Welfare Work by Public and Private Agencies in the United States. Bureau publication No. 15.

This may be established at a county seat, possibly in the courthouse; here the local or county nurse may have her headquarters; there may be a rest room for mothers and babies, scales for weighing the baby, objects for use in demonstrations by the nurse, a small exhibit on baby and maternal welfare, and literature for distribution on the care of mother and baby. Here the nurse can be consulted by mothers from the surrounding country; the baby can be weighed, and advice on the care of mother and baby given. Here baby-health conferences can be held by physicians at regular intervals.

Information with regard to the equipment and establishment of infant-welfare stations will be given by the Children's Bureau on request.

Instruction of young girls in infant hygiene.

In some cities instruction in infant hygiene is given as a regular part of the school work, in others it frequently takes the form of Little Mothers' Leagues, which are self-governing organizations of the girls of the higher grades in the schools. The girls are given lectures and demonstrations by physicians, nurses, or teachers. On joining they receive a certificate and often a badge or button. In at least 97 cities some instruction of this kind is reported. Further information with regard to this work among schoolgirls may be obtained from the Children's Bureau, from the divisions of child hygiene of the New York City and the New York and Kansas State Departments of Health, and from the Child Federation, Witherspoon Building, Philadelphia.

Birth registration.

If the question of birth registration has not been given any special emphasis in the preliminary work or in the actual campaign, the suggestions made on page 77 may be of assistance in forming plans for follow-up work. To secure permanent results the committee should consult with State and local registration authorities; should ascertain by inquiry of these officers or by correspondence with the United States Census Bureau, Washington, D. C., or with the Children's Bureau whether the State registration law needs amending or whether a new law is needed; and should make some investigation to ascertain whether the law is adequately administered. Suggestions concerning types of investigation may be obtained by addressing the Children's Bureau.

If the question of birth registration has been emphasized in the campaign, the follow-up work may consist chiefly in devising methods to keep the subject fresh in the minds of the parents in the community. The State and local registration authorities may be consulted as to the best method of doing this.

It is desirable that parents should receive a notification from the State or local registration authorities when their child's birth has been registered, and as much publicity as possible should be given to this idea. (See p. 42.)

Divisions or bureaus of child hygiene.

A few States—Kansas, New Jersey, New York, and Ohio—have distinct divisions of their State departments of health carrying on work for infant and child hygiene. A State baby-week campaign may so crystallize public sentiment that the establishment of such a division in the State health department may result.

Twenty cities reported in 1915 the existence in the city health department of a bureau or division of child hygiene.¹ Baby week may give the needed opportunity to work for the organization of such a bureau or division in other cities. The health departments in smaller cities and rural counties receive inadequate appropriations as a rule. Public sentiment may be aroused through baby week to increase such appropriations and to establish health protection on a firm basis.

Improvement of community conditions.

Each community before or after baby week may study the community conditions affecting its babies (see p. 44), such as the local milk supply, the sewerage system, the support given the health department, methods of garbage disposal, housing regulations, and enforcement, and may use the interest aroused by baby week to bring about an improvement.

STUDY CLUBS.

Women's organizations may arrange a series of programs covering community conditions as they affect children. Suggestions for a series of studies by women's organizations will be sent on request to the Children's Bureau. Clubs may be organized for the study of the care of the baby, the mother, and the child.

The excellent educational literature now easily procurable on these subjects may be studied.

The various follow-up programs developed by 1916 campaigns (see p. 64) illustrate many other different lines of work for the welfare of the baby which may be followed after baby week.

The Children's Bureau has in preparation a bulletin giving in more detail suggestions for follow-up work. This bulletin may be obtained free on application as soon as it is available.

¹ See U. S. Children's Bureau. *Tabular Statement of Infant-Welfare Work by Public and Private Agencies in the United States.* Bureau publication No. 16, p. 21.

PLEASE REPORT ON YOUR BABY WEEK.

The Children's Bureau is very anxious to obtain information with regard to the baby-week campaigns carried on throughout the country. It therefore requests each baby-week committee at the close of a campaign to send to the bureau as complete an account as possible of the campaign. In drawing up the account the following outline may be useful:

1. Name of city.
2. Organizations cooperating in the campaign.
3. Number of people on all the committees.
4. Outline of week's program.
5. Total expense.
6. Newspaper publicity.
7. Was a baby-health conference held? Number of babies examined?
8. Was an infant-welfare exhibit held? Rented? Borrowed? Constructed?
9. Number of meetings and talks.
10. Were plays used? Titles? Number of times given? Plays written locally?
11. Did you have any new and unusual features that were successful?
12. Follow-up work planned.
13. Did you have a campaign before, and what changes did you find it wise to make in this campaign?

In addition the bureau will be glad to receive copies of all printed matter and press material used during the campaign. On request the bureau will send a franked envelope, which may be used in forwarding the material.

APPENDIX.

COMMUNITIES IN WHICH A BABY-WEEK CAMPAIGN WAS HELD IN 1916.

[The total number of places shown in this list for Kansas, Kentucky, Louisiana, Mississippi, Nebraska, Tennessee, Texas, and Wyoming does not agree with the totals for these States shown on page 11. In each of these States the official report from State authorities gave a definite number of local campaigns but did not name all the communities. Names of all communities follow the form given in the United States Official Postal Guide.]

Alabama :	Arkansas—Con.	California—Con.	Colorado—Con.
Anniston.	Arkansas City.	Davis.	Grover.
Attalla.	Ashdown.	Dunlap (Indian mission).	Holly.
Bessemer.	Augusta.	El Centro.	Hotchkiss.
Birmingham, including suburbs.	Bentonville.	Elsinore.	Kelly and Leroy.
Brewton.	Blytheville.	Escondido.	La Junta.
Centerville and Bibb County.	Brinkley.	Grass Valley and Nevada City.	Longmont and Boulder County.
Clanton.	Camden.	Hardwick.	Meeker.
Columbia.	Conway.	Inglewood.	Connecticut :
Columbiana.	Crawfordville.	Long Beach.	Ansonia.
Cottage Grove.	El Dorado.	Los Angeles and county.	Bridgeport.
Decatur.	Fayetteville.	Los Gatos.	Danbury.
Demopolis.	Forrest City.	Moorpark (Santa Rosa Valley).	Derby.
Dothan.	Fort Smith.	National City.	Hartford.
Eufaula.	Graysonia.	Oakland and Alameda County.	Middletown and near-by places.
Fairfield.	Helena.		Stamford.
Gadsden.	Hope.		Waterbury.
Huntsville and West Huntsville.	Hot Springs.		Wethersfield.
Jasper.	Jonesboro.		Willimantic.
Marvel.	Lamar.		Delaware :
Mobile.	Little Rock.		Bridgeville.
Montevallo.	Magnolia.		New Castle.
Montgomery.	Malvern.		Seaford.
Ozark.	Marvell.		Wyoming.
Prattville.	Mena.		District of Columbia :
Selma.	Mount Ida.		Washington.
Tallassee.	Murfreesboro.		Florida :
Troy.	Nashville.		Auburndale.
Tuscaloosa.	Nashville.		Avon Park.
Tuskegee.	Osceola.		Eau Gallie and Melbourne.
Union Springs.	Paragould.		Fort Myers.
Arizona :	Pine Bluff.		High Springs.
Flagstaff.	Prescott.		Inverness.
Phoenix.	Rector.		Jacksonville.
S o m e r t o n (Y u m a Valley).	Rogers.		Jasper.
Willcox.	Searcy.		Miami.
Williams.	Shirley.		New Smyrna.
Arkansas :	Siloam Springs.		Ocala.
Altheimer.	Stamps.		Orlando.
Arkadelphia.	Stuttgart.		Ozona.
	Texarkana.		Panama City.
	Van Buren.		
	Winslow.		
	California :		
	Alta Loma.		
	Auburn.		
	Chino.		
	Corona.		
		Colorado :	
		Barnesville.	
		Delta.	
		Denver.	
		Grand Junction.	
		Greeley.	

Florida—Contd.

Pensacola.
Sanford.
Tarpon Springs.
Winterhaven.

Georgia :

Albany.
Athens.
Atlanta.
Augusta.
Bainbridge.
Barnesville.
Blackshear.
Blakely.
Brunswick.
Calhoun.
Camilla.
Cartersville.
Collegepark.
Columbus.
Commerce.
Covington.
Cuthbert.
Dawson.
Decatur.
Dublin.
Eastman.
Fort Valley.
Gray.
Griffin.
Haddock.
Lagrange.
Lithonia.
Macon.
Madison.
Manchester.
Marietta.
Milledgeville.
Monroe.
Montezuma.
Mount Berry.
Newnan.
Perry.
Porterdale.
Quitman.
Reidsville.
Rock Mart.
Rome.
Savannah.
Social Circle.
Thomasville.
Thomson.
Tifton.
Valdosta.
Vidalia.
Vienna.
Waycross.
Waynesboro.
West Point.

Hawaii :

Palama Settle-
ment, Hono-
lulu.

Idaho :

American Falls.
Coeur d'Alene.
Filer.

Idaho—Contd.

Harrison.
Lewiston.
Moscow.
Payette.
Post Falls.
Preston.
Rigby.
Springfield.
Weiser.

Illinois :

Abingdon.
Aurora.
Belleville.
Belvidere.
Benton.
Bloomington
and McLean
County or-
ganizations.

Byron.
Cairo.
Carbondale.
Carterville.
Champaign.
Charleston.
Chicago.
Chicago H'ts.
Danville.
Decatur.
De Kalb.
Dwight.
Elgin.
Elmwood.
Evanston.
Fairbury.
Farmer City.
Forest Park.
Galena.
Galesburg.
Gibson City.
Harvey.
Highland Park.
Hinsdale.
Jacksonville.
Joliet.
Jonesboro.
Kankakee and
county organ-
izations.
Kewanee.
La Salle.
Lake Forest.
Lincoln.
Lockport.
Marion.
Mattoon.
Melvin.
Mendota.
Morris.
Mound City.
Mount Carmel.
Mount Carroll.
Mount Vernon.
Murphysboro.
Olney.

Illinois—Contd.

Ottawa.
Paxton.
Peoria.
Petersburg.
Pleasant Plains.
Rio.
Rochelle.
Rock Island.
Rockford.
Sandwich.
Sparta.
Springfield.
Spring Valley
and Hall
Township.
Stonington.
Taylorville.
Tuscola.
Urbana.
Waukegan.
Wheaton.
Winnetka.
Zion.

Indiana :

Anderson.
Aurora.
Brookville.
Butler.
Columbia City.
Columbus.
Elkhart.
Evansville.
Frankfort.
Greenfield.
Holland and
Dubois Coun-
ty organiza-
tions.
Indianapolis.
Kentland.
Kokomo.
La Fayette.
Lagrange.
Laporte.
Marion (N.).
Michigan City.
Mishawaka.
Morgantown.
Mount Vernon.
Plymouth.
Roachdale.
Rochester.
Rolling Prairie.
Sullivan.
Terre Haute.
Tipton.
Valparaiso.
Vincennes.
Wabash.
Whiting.
Winamac.
Winona Lake.

Iowa :

Akron.
Allison.

Iowa—Contd.

Alta.
Ames.
Anita.
Anthon.
Cedar Rapids.
Centerville.
Charles City
and Floyd
County or-
ganizations.
Clearfield.
Clinton.
Council Bluffs.
Davenport.
Denison.
Des Moines.
Dewitt.
Dows.
Dubuque.
Dunlap.
Eldora.
Elkader.
Emmetsburg.
Epworth.
Fonda.
Fort Dodge.
Garner.
Glenwood.
Glidden.
Goldfield.
Grand Junction.
Greenfield.
Grinnell.
Grundy Center.
Guthrie Center.
Harlan.
Idagrove.
Iowa City.
Iowa Falls.
Jefferson.
Keokuk.
Laporte City.
Laurens.
Le Mars.
Marshalltown.
Mediapolis.
Mount Pleasant
and Henry
County organ-
izations.
Mount Vernon.
Muscatine.
Mystic.
New Sharon.
Odebolt.
Oelwein.
Osage.
Oskaloosa.
Oto.
Ottumwa.
Pella.
Perry.
Ralston.
Redfield.
Red Oak.

Iowa—Contd.
 Rock Rapids.
 Sheffield.
 Sheldon.
 Shenandoah.
 Sioux City.
 Storm Lake.
 Sutherland.
 Toledo.
 Traer.
 Union.
 Vinton.
 Waterloo.
 Webster City.
 West Union.

Kansas :
 Abilene.
 Alta Vista.
 Altoona.
 Americus.
 Arkansas City.
 Arlington.
 Atchison.
 Attica.
 Auburn.
 Baldwin City.
 Basehor.
 Belleville.
 Beloit.
 Belpre.
 Bern.
 Birmingham.
 Bloom.
 Blue Rapids.
 Bonner Springs.
 Burden.
 Burdett.
 Burlingame.
 Burlington.
 Burr Oak.
 Burrton.
 Caldwell.
 Carbondale.
 Cawker City.
 Cedar Vale.
 Chanute.
 Chapman.
 Chase.
 Cheney.
 Cherokee.
 Chetopa.
 Cimarron.
 Clay Center.
 Clearwater.
 Clifton.
 Clyde.
 Coffeyville.
 Colby.
 Coldwater.
 Colony.
 Council Grove.
 Cullison.
 Cummings.
 Cunningham.
 Dearing.
 Deerfield.
 Denton.

Kansas—Contd.
 Douglass.
 Effingham.
 Ellis.
 Ellsworth.
 Emporia.
 Enterprise.
 Eureka.
 Florence.
 Ford.
 Fort Scott.
 Fowler.
 Fredonia.
 Friend.
 Galena.
 Gaylord.
 Girard.
 Glen Elder.
 Goddard.
 Goodland.
 Great Bend.
 Greenleaf.
 Grenola.
 Hardtner.
 Havensville.
 Hays.
 Herington.
 Hesston.
 Hiawatha.
 Highland.
 Hope.
 Horton.
 Howard.
 Hutchinson.
 Independence.
 Iola.
 Jennings.
 Junction City.
 Kanopolis.
 Kansas City.
 Kincaid.
 Kingman.
 Kinsley.
 Kipp.
 La Crosse.
 La Harpe.
 Lansing.
 Larned.
 Lawrence.
 Leavenworth.
 Lebanon.
 Liberal.
 Lincoln.
 Lindsborg.
 Longford.
 Longton.
 Louisburg.
 Lovewell.
 Lyons.
 McPherson.
 Manhattan.
 Mankato.
 Maplehill.
 Marion.
 Meade.
 Meriden.
 Miltonvale.

Kansas—Contd.
 Moline.
 Mont Ida.
 Montezuma.
 Morrill.
 Mulberry.
 Natoma.
 Neodesha.
 Neosho Falls.
 Newton.
 Nickerson.
 Olathe.
 Onaga.
 Osage City.
 Oswego.
 Ottawa.
 Overbrook.
 Oxford.
 Ozawkie.
 Parsons.
 Pittsburg.
 Plains.
 Plainville.
 Pleasanton.
 Potwin.
 Powhattan.
 Pratt.
 Pretty Prairie.
 Protection.
 Quinter.
 Randolph.
 Raymond.
 Republic.
 Riley.
 Rock.
 Russell.
 St. Francis.
 St. John.
 Salina.
 Scandia.
 Sedgwick.
 Seneca.
 Severy.
 Sharon.
 Smith Center.
 Solomon.
 South Haven.
 Stafford.
 Sterling.
 Strong.
 Summerfield.
 Sylvan Grove.
 Sylvia.
 Tonganoxie.
 Topeka.
 Toronto.
 Tribune.
 Utopia.
 Valley Falls.
 Viola.
 Walton.
 Washington.
 Wayne.
 Webber.
 Webster.
 Wellington.
 Wetmore.

Kansas—Contd.
 White City.
 Wichita.
 Wilder.
 Yates Center.
 Zeandale.
Kentucky :
 Bardstown.
 Berea.
 Franklin.
 Harrodsburg.
 Henderson.
 Lawrenceburg.
 Louisville.
 Murray.
 Paducah.
 Somerset.
Louisiana :
 Alexandria.
 Baton Rouge.
 Bunkie.
 Campit.
 Crowley.
 Homer.
 La Fayette.
 Lake Charles.
 Leesville.
 Monroe.
 Morgan City.
 New Orleans.
 Rayville.
 Shreveport.
 Simsboro.
 Tallulah.
Maine :
 Augusta.
 Bar Harbor.
 Biddeford.
 Fairfield.
 Guilford.
 Hinkley.
 Lewiston and
 Auburn.
 Oakland.
 Portland.
 Saco.
 Sanford.
 Springvale.
 Wayne.
 Westbrook.
 York (p. o.
 York Har-
 bor).
Maryland :
 Annapolis.
 Baltimore.
 Cambridge and
 Dorchester
 County or-
 ganizations.
 Cumberland.
 Frederick.
 Kensington.
Massachusetts :
 Abington and
 North Abing-
 ton.

Massachusetts— Continued.	Michigan—Con- tinued.	Mississippi :	Missouri—Contd.
Arlington.	Coloma.	Batesville.	Mount Vernon.
Arlington Heights.	Crystal Falls.	Como.	Mountain Grove.
Athol.	Detroit.	Goodman.	Nevada.
Beverly.	Escanaba.	Greenwood.	Newburg.
Billerica.	Gladstone.	Gulfport.	Otterville.
Blackstone.	Grand Haven.	Hazlehurst.	Palmyra.
Boston.	Grand Rapids.	Magnolia.	Paris.
Braintree.	Grosse Pointe	Meridian.	Perry.
Brockton.	Farms (p. o.	Natchez.	Piedmont.
Cambridge.	Grosse Pointe).	Sardis.	Pierce City.
Clinton.	Hancock.	West Point.	Polo.
Concord.	Hart.	Missouri :	Pomona.
Dedham (East	Hastings.	Albany.	Poplar Bluff.
Dedham).	Houghton.	Appleton City.	Richland.
East Bridge-	Iron Mountain.	Aurora.	Rolla.
water.	Jackson.	Bethany.	St. James.
Fall River.	Kalamazoo.	Bonne Terre.	St. Joseph and
Franklin.	Lansing.	Bowling Green.	Avenue City.
Gardner.	Lawrence	Braymer.	St. Louis.
Holyoke.	Lowell.	Brookfield.	Salem.
Hudson.	McBain.	California.	Salisbury.
Hyde Park.	Mackinaw.	Cameron.	Savannah.
Lawrence.	Marshall.	Cape Girardeau	Sedalia.
Littleton Com-	Mendon.	Carrollton.	Sikeston.
mon.	Menominee.	Carthage.	Springfield.
Lowell.	Muskegon.	Caruthersville.	Tarkio.
Mansfield.	Owosso.	Cassville.	Trenton.
Marlboro.	Pontwater.	Centralia.	Vandalia.
Newton.	Portland.	Charleston.	Watson.
North Adams.	Redford.	Chillicothe.	West Plains.
North Reading.	Saginaw.	Clarksville.	Montana :
Northampton	St. Joseph.	Clayton.	Anaconda.
(Hampshire	Three Rivers.	Columbia.	Basin.
County con-	Ypsilanti.	Cuba.	Belgrade.
ference).	Minnesota :	Elsberry.	Bigtimber.
Northboro.	Akely.	Eolia.	Columbus.
Pittsfield.	Albert Lea.	Farmington.	Deer Lodge.
Plymouth.	Anoka.	Flat River.	Fromberg.
Rockland.	Austin.	Glasgow.	Glendive.
Salem.	Blue Earth.	Graham.	Great Falls.
Somerville.	Brainerd.	Greenfield.	Hedgesville.
Southbridge.	Champlin.	Hamilton.	Kalispell.
Springfield.	Duluth.	Hannibal.	Laurel.
Taunton.	Fairmont.	Hardin.	Lewistown.
Templeton.	Fairbault.	Harrisonville.	Livingston.
Walpole.	Funkley.	Houstonia.	Missoula.
West Acton.	Kenyon.	Huntsville.	Red Lodge.
Westfield.	Mankato.	Ironton.	Union.
Whitman.	Marshall.	Jamesport.	Nebraska :
Winthrop.	Minneapolis.	Jefferson City.	Ainsworth.
Woburn.	Moorhead.	Joplin.	Alliance.
Worcester.	Moose Lake and	Kansas City.	Alvo.
Michigan :	Willow River.	Kirksville.	Arnold.
Adrian.	Nevis.	Knox City.	Ashland.
Albion.	Nicollet.	Lebanon.	Atkinson.
Allegan.	Owatonna.	Lexington.	Auburn.
Alpena.	Redlake (Indian	Lock Spring.	Aurora.
Battle Creek.	agency).	Lockwood.	Avoca.
Calumet and	Robbinsdale.	Louisiana.	Axtell.
Laurium.	St. Paul.	Marcelline.	Bassett.
Carson City.	St. Peter.	Marionville.	Benson.
Cassopolis.	Stewartville.	Mayville.	Big Spring.
Charlotte.	Tracy.	Maysville.	Blue Springs.
Clinton.		Mexico.	Bradshaw.
		Moberly.	Bridgeport.
		Monroe City.	Broken Bow.

Nebraska—Con.	Nebraska—Con.	New Jersey—Con.	New York—Con.
Cambridge.	St. Paul.	Burlington.	Dobbs Ferry.
Chadron.	Salem.	Chatham.	East Otto and
Clarks.	Santee.	Dover.	East Otto
Coleridge.	Scottsbluff.	East Orange. ¹	Town.
Colyer.	Seward.	Elizabeth.	Elmira.
Cozad.	South Auburn.	Englewood.	Endicott.
Crab Orchard.	Spalding.	Freehold.	Glen Cove.
Creighton.	Spencer.	Haddon Heights	Glens Falls.
Crofton.	Springfield.	Haddonfield.	Gloversville.
Culbertson.	Stella.	Hoboken.	Herkimer.
Curtis.	Sterling.	Hopewell.	Highland Falls.
De Witt.	Stromsburg.	Jersey City.	Homer.
Edgar.	Sutherland.	Kearney (p. o.	Hudson.
Eustis.	Sutton.	Arlington).	Ilion.
Exeter.	Syracuse.	Keyport.	Ithaca.
Fairbury.	Tecumseh.	Little Falls.	Jamestown.
Fairfield.	Tobias.	Madison.	Jordan.
Falls City.	Ulysses.	Matawan.	Kingston.
Fremont.	Valentine.	Millville.	Le Roy.
Fullerton.	Valley.	Moorestown.	Lowville.
Geneva.	Valparaiso.	Newark.	Malone.
Gering.	Wahoo.	Orange. ¹	Middletown.
Gothenburg.	Walhill.	Passaic.	Montrose.
Greenwood.	Wayne.	Paterson.	New Rochelle.
Gresham.	Westpoint.	Plainfield and	New York.
Guide Rock.	Whitney.	North Plain-	Newark.
Hartington.	Winnebago.	field.	Newburgh.
Hayes Center.	Wisner.	Pompton Lakes.	Niagara Falls.
Holdrege.	Wymore.	Pompton Plains.	Norwich.
Hooper.	York.	Red Bank.	Nyack.
Humboldt.	Nevada :	Ridgefield Park.	Olean.
Humphrey.	Elko.	Roselle.	Oneonta.
Inavale.	Fernley.	Roselle Park	Ossining.
Johnson.	Goldfield.	(p. o. Eliza-	Perry.
Kearney.	Las Vegas.	beth).	Philadelphia.
Laurel.	Manhattan.	Salem.	Plattsburg.
Lexington.	Nixon (Indian	South Orange. ¹	Pulaski.
Liberty.	Agency).	Trenton.	Rochester.
Lincoln.	Winnemucca.	Vineland.	Saranac Lake.
Loup City.	Yerington.	West Hoboken.	Saugerties.
Lyons.	New Hampshire :	West Orange. ¹	Schenectady.
McCook.	Berlin.	New Mexico :	Sherburne.
McCool Junc-	Cascade.	Albuquerque.	Sidney.
tion.	Concord.	Artesia.	Springville.
Madison.	Derry.	Carlsbad.	Syracuse.
Mason City.	Durham.	Gallup.	Tonawanda.
Morrill.	Franklin.	Las Cruces.	Troy.
Nelson.	Gorham.	Las Vegas.	Tupper Lake.
Norfolk.	Keene.	Mesilla Park.	Utica.
North Bend.	Laconia.	Raton.	Victor.
North Loup.	Littleton.	Santa Fe.	Watertown.
North Platte.	Manchester.	Silver City.	West Coxsackie.
Oakdale.	New Market.	New York :	Westchester
Oakland.	Peterboro.	Albany.	County
Omaha.	Portsmouth.	Amsterdam.	(northern).
Ord.	Rochester.	Auburn.	Yonkers.
Osceola.	Warren.	Batavia.	North Carolina :
Overton.	Windham Depot	Binghamton.	Albemarle.
Palmyra.	New Jersey :	Buffalo.	Ashboro.
Pawnee City.	Asbury Park.	Canajoharie.	Chapel Hill.
Pierce.	Atlantic City.	Carthage.	Charlotte.
Plattsburgh.	Bayonne.	Cattaraugus.	Cherokee (In-
Ponca.	Bloomfield.	Clayton.	dian school).
Rising City.	Boonton.	Cortland.	Cliffside.
Rosalie.	Bridgeton.	Delhi.	Franklin.

¹ Cooperation among the Oranges in celebrating campaign.

North Carolina— Continued. Goldsboro. Greenville. Oxford. Randleman. Sallsbury. Spray. Vineland. Waynesville. North Dakota : Alexander. Ambrose. Aneta. Ashley. Bathgate. Beach. Bismarck. Bottineau. Bowman. Cando. Carrington. Carson. Casselton. Cavaller. Cogswell. Columbus. Crosby and Fill- more Township. Crystal. Devils Lake. Ellendale. Fargo. Fessenden. Flaxton. Getchell Prai- rie (p. o. Val- ley City). Grand Forks. Hankinson and Greendale Township. Jamestown. Juanita. Jud. Kenmare. Lakota. La Moure. Langdon. Larimore. Leal. Leeds. Leith. Lidgerwood. Lignite. Lisbon. Marion. Mayville. Minot. New Rockford. Niagara. Oakes. Oriska. Pembina. Pettibone. Rugby. St. Thomas.	North Dakota— Continued. Temvik. Turtle Lake. Valley City. Velva. Wahpeton. Walhalla. Westhope. Williston. Wimbledon. County schools throughout State gen- erally partici- pated. Ohio : Akron. Alliance. Amherst. Ashland. Ashtabula. Athens. Baltimore. Batavia. Berlin Heights. Bethel. Bowling Green. Burton. Cadiz. Cincinnati. Cleveland. Columbus. Conneaut. Continental. Coshocton. Crestline. Dayton. Delta. East Liverpool. Fostoria. Fremont. Gallion. Garrettsville. Greenfield. Greenville. Harrison. Jackson. Jefferson. Kenton. Lima. Lorain. Marietta. Marion. Mechanicsburg. New Straitsville. Newark. North Kings- ville. Norwood. Oxford. Ravenna. Ripley. St. Paris. Salem. Sandusky.	Ohio—Continued. Shelby. Spencerville. Springfield. Tiffin. Toledo. Upper San- dusky. Waldo. Warren. Washington Courthouse. Wauseon. West Milton. Worthington. Xenia. Yellow Springs. Youngstown. Zanesville. Oklahoma : Bartlesville. Collinsville. Drumright. Edmond. Elk City. Fairfax. Halleyville. Marlow. Muskogee. Nowata. Pawhuska. Stigler. Wagoner. Wewoka. Woodward. Oregon : Ashland. Corvallis. Joseph. Klamath Falls. La Grande. Medford. Oregon City. Pendleton. Pennsylvania : Allentown. Ardmore. Bethel. Bryn Mawr. Butler. Carlisle. Carrick (p. o. Pittsburgh). Chester. Clarion. Clifton Heights and Aldan. Coatesville. Collingdale (p. o. Darby). Columbia. Concord. Connellsville. Coudersport. Cynwyd and Pencoyd. Darby.	Pennsylvania— Continued. Doylestown. Drexel Hill. Dubois. East Downing- town. East Lans- downe (p. o. Lahsdowne). Easton. Erie. Everett. Fredonia. Galeton. Garrettford (p. o. Drexel Hill). Greensburg. Harrisburg. Huntingdon. Jenkintown. Johnstown. Kane. Langhorne. Lebanon. Lincoln Uni- versity. Linwood Sta- tion (p. o. Marcus Hook). Mahanoy City. Meadville. Media. Mercer. Morton. Narberth. New Brighton. New Castle. New Kensing- ton. Norristown. Norwood Sta- tion. Oakmont. Palmerton. Philadelphia. Pittsburgh. Plymouth. Pottsville. Quarryville. Reading. Ridley Park. Rutledge. Sandy Lake. Sharon Hill. Somerset. South Bethle- hem. Stroudsburg. Sunbury. Swarthmore. Tidoute. Titusville. Towanda.
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Pennsylvania— Continued. Trainer (p. o. Chester). Troy. Tyrone. Upper Darby. Warren. Warrington. Washington. Wayne. Wilkes-Barre. Williamsport. Windber. York.	South Carolina— Continued. Rock Hill. Spartanburg. Westminster. Williamston. South Dakota: Aberdeen. Centerville. Clark. Deadwood. Elk Point. Faulkton. Gettysburg. Howard. Letcher. Madison. Missionhill. Parkston. Sioux Falls and Minnehaha County. Vermillion. Watertown. Yankton. Tennessee: Ashland City. Chattanooga. Clarksville. Cleveland. Dyersburg. Fayetteville. Knoxville. Maryville. Memphis and Shelby County. Nashville. Ridgetop. Sewanee. Tullahoma. Union City. Texas: Acme. Aspermont. Austin. Bartlett. Bastrop. Bay City. Beaumont. Beeville. Belton. Blooming Grove. Brenham. Brownsville. Brownwood. Bryan. Caldwell. Calvert. Cameron. Carrizo Springs. Childress. Chireno. Cisco.	Texas—Contd. Claude. Cleburne. Coleman. College Station. Corpus Christi. Corsicana. Cuero and De Witt County organizations. Dalhart. Dallas. Denton. Eagle Lake. Edna. El Paso. Farwell. Fort Worth. Francitas. Frost. Galveston. Ganado. Greenville. Hamlin. Haskell. Hillsboro. Honey Grove. Houston. Indian Gap. Jacksonville. Jewett. Kingsville. Lagrange. Laredo. Linden. Lometa. Longview. Lubbock. Manor. Marshall. Mart. Mercedes. Mineral Wells. Mount Pleasant. Mount Vernon. Nacogdoches and county organizations. Odessa. Olney. Orange. Parnell. Ricardo. Rosebud. San Angelo. San Antonio. San Benito. San Juan. San Marcos. Sherman. Stephenville. Sutherland Springs. Temple.	Texas—Contd. Tennessee Col- ony. Terrell. Texarkana. Texas City. Tyler. Uvalde. Valera. Vanderbilt. Waco. Waxahachie. Wellington. West. Wharton. Whitesboro. Winnsboro. Yoakum. Utah: Brigham. Garfield. Garland. Kingston. Manti. Ogden. Park City. Payson. Provo. Salt Lake City. Spanish Fork. Tooele. Vermont: Barre. Bellows Falls. Bethel. Bradford. Brattleboro. Bristol. Burlington. Chester. East Hardwick. Essex Junction. Hardwick. Jericho. Lyndonville. Morrisville. Newport. Norwich. Proctor. Richford. Rochester. Royalton. Rutland. St. Albans. St. Johnsbury. South Royalton. Springfield. Swanton. Waterbury. White River Junction and Hartford Town.
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¹ This community reports a celebration in which one or more neighboring communities participated.

Vermont—Con.	Washington—Con.	Wisconsin—Con.	Wisconsin—Con.
Windsor.	Puyallup.	Boscobel.	Port Washing-
Woodstock.	Roosevelt.	Brillion.	ton.
Virginia:	Roslyn.	Burlington.	Prairie du
Clifton Forge.	Seattle.	Carrollville (p.	Chien.
Danville.	Snohomish.	o. Otjen).	Prescott.
H i g h l a n d	South Bend.	Cedarburg.	Redcliff (Indian
Springs.	Spokane.	Chippewa Falls.	reservation;
Hot Springs.	Stanwood.	Clayton.	p. o. Bay-
Lynchburg.	Summit Park	Crandon.	field).
Richmond.	(p. o. Ana-	De Pere.	Rhineland.
Washington:	cortes).	Delavan.	Rib Lake.
Aberdeen.	Sumner.	Eagle.	Rice Lake.
Anacortes.	Sunnyside.	Eau Claire.	Richland Cen-
Arlington.	Tacoma.	Evansville.	ter.
Buckeye.	Toppenish.	Fennimore.	River Falls.
Burlington.	Vashon.	Fond du Lac.	Sheboygan.
Burton.	Wellpinit.	Galesville.	Sparta.
Cheney.	Wenatchee.	Grand Rapids.	Stanley.
Chewelah.	White Salmon.	Green Bay.	Stevens Point.
Dayton.	Wilbur.	Green Lake.	Stoughton.
Deer Park.	Zillah.	Hayward.	Sturgeon Bay.
Duvall.	West Virginia:	Janesville.	Superior.
Edison.	Ceredo.	Kaukauna.	Tomah.
Ellensburg.	Charleston.	Kenosha.	Tomahawk.
Garfield.	Clarksburg.	Lac du Flam-	Two Rivers.
Goldendale.	Huntington.	beau.	Wabeno.
Grandview.	Kenova.	Ladysmith.	Washburn.
Harrington.	Macdonald.	Little Chute.	Waterloo.
Hatton.	Martinsburg.	Madison.	Waukesha.
Hoquiam.	Morgantown.	Marinette.	Waupaca.
Kennewick.	Parkersburg.	Marshfield.	Waupun.
Klona and Ben-	Ravenswood.	Medford.	Wausau.
ton City.	Wellsburg.	Mellen.	Wauwatosa.
La Conner.	Weston.	Menomonie.	West Bend.
Lind.	Wheeling.	Merrill.	Whitewater.
Machias.	Wisconsin:	Middleton.	Wyoming:
Marysville.	Antigo.	Milton.	Basin.
Montesano.	Appleton.	Milwaukee.	Casper.
Mount Vernon.	Ashland.	Mineral Point.	Cheyenne.
North Yakima.	Augusta.	Monroe.	Douglas.
Olympia.	Bagley.	Morrisonville.	Graybull.
Omak.	Baraboo.	Neillsville.	Laramie.
Palouse.	Beloit.	New London.	Thermopolis.
Port Angeles.	Berlin.	Oneida.	Van Tassell.
Prosser.	Blair.	Oshkosh.	Wheatland.
Pullman.	Bloomington.	Pardeeville.	

COMMUNITIES IN WHICH A BABY-WEEK CAMPAIGN WAS HELD, 1916, CLASSIFIED ACCORDING TO POPULATION.

Total number of communities represented in the inquiries received by the bureau expressing interest in organizing a campaign and asking for instructions and literature.....	4,234
Total number of communities for which the bureau has received definite information that a campaign was held.....	2,100
Communities represented in reports received:	
Incorporated places with a population of—	
Under 2,500.....	683
2,500 to 10,000.....	488
10,000 to 25,000.....	181
25,000 to 100,000.....	129
100,000 and over.....	47
Unincorporated places.....	210
Local campaigns reported by State authorities without name or size of community.....	362

SUGGESTIONS FOR A CIRCULAR OF INFORMATION FOR USE IN THE PREPARATION OF SERMONS AND NEWSPAPER ARTICLES.

Infant mortality rate.

What is an infant mortality rate? The term "infant mortality rate" or "baby death rate" means the relation between the number of babies under 1 year of age who die in one calendar year to the number of babies born alive during that year. This is usually expressed as the number of deaths of babies which occur per 1,000 live births.

Each country, each city or town, and each rural community should know first of all what its infant death rate is, and then should do its utmost to lower this rate by all methods that have proved successful elsewhere.

What is the infant mortality rate of the United States? This can be given only for a limited part of the whole country, which is the recently established birth-registration area, representing 31 per cent of the total population of the United States. It includes the six New England States, New York, Pennsylvania, Michigan, Minnesota, and the District of Columbia. The infant mortality rate of this area in 1915 was 100 per 1,000 live births.¹ That is, of every 10 babies born alive, 1 died before it reached its first birthday. For the remainder of the country we have no reliable statistics. About one-fifth of the deaths occurring each year at all ages are of children under 1 year.

How do the infant mortality rates of other countries compare with the rate of the birth-registration area of this country?

*Deaths of infants under 1 year of age per 1,000 live births in the birth-registration area of the United States and in foreign countries.**

Country.	Infant mortality rate.	Country.	Infant mortality rate.
United States, registration area only (1915).....	100	Italy (1913).....	137
England and Wales (1913).....	108	Norway (1913).....	65
France (1912).....	78	Sweden (1912).....	71
German Empire (1912).....	147	Denmark (1913).....	94
Austria (1912).....	180	Belgium (1912).....	120
Russia in Europe (excluding Finland and the provinces of the Vistula and of the Caucasus, 1909).....	248	Holland (1913).....	91
		Switzerland (1913).....	96
		Japan (1911).....	157
		Australia (1913).....	72

* Figures furnished by the U. S. Bureau of the Census.

"The same conditions which cause the death of 13 out of every 100 babies born throughout the civilized world, on the broadest of averages, leave more or less permanent stamps on perhaps two or three times as many more babies who somehow manage to crawl over the infant dead line, many of whom will be the fathers and mothers of the next generation. The problem of infant mortality, therefore, is far more than one as to means of decreasing the number

¹ Figures furnished by the U. S. Bureau of the Census.

of infant deaths. Its scope is world-wide, and on its partial solution, at least, depends the welfare of posterity. The call for action on such a problem may fairly be termed urgent."—E. B. Phelps.

"It was formerly believed that the rate of mortality among children who had not reached the first anniversary of their birth was a wise dispensation of nature, intended to prevent children with a weak constitution becoming too plentiful. To-day we know that a great infant mortality is a national disaster—on the one hand, because numerous economic values are created without purpose and prematurely destroyed, and, on the other, because the causes of the high rate of infant mortality affect the powers of resistance of the other infants and weaken the strength of the Nation in its next generation."—Prof. Dietrich.

Causes of a high infant mortality rate.

"The fundamental causes of infantile mortality are mainly the result of three conditions—poverty, ignorance, and neglect."—Dr. L. Emmett Holt.

A study of the relation of social and economic conditions to infant mortality is now being made by the United States Children's Bureau. Reports of the findings of this inquiry in a steel-manufacturing town and in a residential suburb have already been published and show a coincidence of underpaid fathers, overworked and ignorant mothers, and those hazards to the life of the offspring which individual parents can not avoid or control because they must be remedied by community action. The introduction to one of these reports says: "All this points toward the imperative need of ascertaining a standard of life for the American family, a standard which must rest upon such betterment of conditions of work and pay as will permit parents to safeguard infants within the household."

There are three groups of diseases which together cause about three-fourths of all the deaths among babies. These three groups are:

1. Digestive diseases, which cause most of the deaths of babies in summer. Bottle-fed babies are most often affected.

2. Diseases of the lungs.

3. Diseases due to conditions affecting the child before or at birth. Some of the causes of these diseases are:

1. Of the digestive diseases: Lack of breast feeding, improper feeding, impure milk, carelessness of mothers, hot weather, overcrowding, bad housing, and bad sanitary conditions.

2. Of the diseases of the lungs: Infections, bad air.

3. Of the diseases due to conditions affecting the child before birth: Sickness in the parents, overwork of the mother, improper care before or at birth.

"Because the United States differs from other civilized countries in having no general system of birth registration it is impossible to state with accuracy our proportionate loss, but we have the estimate of the Census Bureau that our actual loss last year was about 300,000 babies under 1 year of age, of whom at least half would now be living had we, as individuals and communities, applied those measures of hygiene and sanitation which are known and available. Here

is a vast and unmeasured loss of infant life due solely to individual and civic neglect. The economic and industrial significance of such a loss in the general scheme of social well-being is beginning to be realized. It was once thought that a high infant death rate indicated a greater degree of vigor in the survivors. Now it is agreed that the conditions which destroy so many of the youngest lives of the community must also result in crippling and maiming many others and must react unfavorably upon the health of the entire community."—First annual report U. S. Children's Bureau.

"Infant mortality is the most sensitive index we possess of social welfare and of sanitary administration."—Sir Arthur Newsholme.

How to prevent a high infant mortality rate.

We are told that about one-half of the deaths of babies under 1 year may be prevented. How can this be accomplished?

PART PLAYED BY PARENTS IN PREVENTING BABIES' DEATHS.

1. *Intelligent care by the mother.*—Every mother has a right to know the facts which science has made certain as to ways in which it is possible to protect babies from sickness and death.

"Give me intelligent motherhood and good prenatal conditions, and I have no doubt of the future of this or any other nation."—John Burns.

"In the education of the mother in the care of herself and her baby we have the strongest weapon for fighting infant mortality."—New York Milk Committee's report.

2. *Prenatal care of the mothers.*—The great group of deaths of babies from causes acting before or at birth can only be prevented by intelligent care by the mother of herself before birth; protection of the mother by her husband from overwork; skillful care at the time of confinement; health of both parents.

PART PLAYED BY THE COMMUNITY IN PREVENTING BABIES' DEATHS.

1. *Infant-welfare work.*—"Community action can remedy many conditions dangerous to the lives of infants. The purity of the water, the milk, and the food supply; the cleanliness of streets and alleys; the disposal of waste—all these are within the control of the community. But the public responsibility does not end merely in remedying physical conditions. There is a growing tendency on the part of municipalities to accept responsibility for furnishing information and instruction to its citizens through instructive visiting nurses, baby-welfare and consultation stations, and the distribution of literature for the guidance of others. Work for infant welfare is coming to be regarded as more than a philanthropy or an expression of good will. It is a profoundly important public concern which tests the public spirit and the democracy of a community. There is, perhaps, no better sign of the modernness of a city's administration than the proportion of its income which is assigned to the protection of infancy and childhood, though it is fair to remind ourselves that a large amount of invaluable volunteer work is going

on in many cities whose budgets show no item for this purpose. But, whether by public or private effort, the community increasingly accepts its share of responsibility for the healthfulness of individual dwelling places and their fitness for the rearing of children."—Second annual report, U. S. Children's Bureau.

The instruction of mothers through infant-welfare or milk stations and visiting nurses is the most important immediate work for the prevention of infant mortality.

"Infant-welfare stations afford an opportunity to give poor mothers the benefit of personal advice by experts in the care and feeding of infants. Wherever these have been in successful operation the infant mortality has been materially reduced. At these centers the mother receives instruction in the care and feeding of her child, both in sickness and in health. The necessity for breast feeding is emphasized, and, where this is impossible, the nurse on her visits to the home teaches the mother how to prepare the feedings. The importance of clean pasteurized milk is demonstrated, and at many stations such milk is furnished at a moderate cost. Germany now has 555 infant-welfare stations in 345 different localities; England has over 200, and before the war there were 77 in Belgium. In the entire State of New York, outside of the city of New York, there were in 1913 only 32 such stations in 12 different localities. The public-health commission, appointed by the governor, which drafted the present public-health law, recommended that 'each city with a population in excess of 10,000 and having an industrial population should have one infant-welfare station, and larger cities with an industrial population should have one such station for approximately each 20,000 inhabitants.'"—Circular of the New York State Department of Health, 1915.

2. *Public-health or visiting nurses.*—Where communities can not afford to support infant-welfare stations, even during the summer months, help given to the mothers in their homes by visiting nurses under the direction of the family physician does much good.

Little Mothers' Leagues are associations of girls in the upper grades of schools to whom instruction is given in the proper care and feeding of babies. Much good has been accomplished by them.

3. *Improvement of the milk supply.*—Each community should make certain that the milk provided for its babies is pure. This can be done only by the appropriation of sufficient money to insure a proper inspection of the milk supply.

4. *Sanitary conditions.*—Overcrowding, insanitary houses and streets, bad water, and bad sewerage are potent factors in causing a high infant mortality rate. The community is responsible for the protection of its babies from these dangers.

Baby week.

A baby week is a campaign with a twofold purpose: (1) To give the mothers and fathers of a community the opportunity of learning the most important facts with regard to the care of the baby: (2) to bring home to the community a knowledge of the facts regarding the needless deaths of its babies and a realization of the ways in which it must protect them.

A baby week should be a community campaign; each person in the community should feel that he or she has a part in it.

A baby week should not be a temporary flurry and excitement, but should lead to permanent work for the babies.

**LETTER FROM THE MAYOR OF NEW YORK CITY TO
THE CLERGY OF THE CITY.**

CITY OF NEW YORK,
OFFICE OF MAYOR.

To the Clergy of New York City:

The week of June 20 to 26 has been set apart by a committee of citizens cooperating with the health department as a week for considering the needs of the infants of this city. It has been suggested that the clergy of the city call to the attention of their congregations the plans of the committee in charge of this excellent undertaking. Their purpose is to fix the attention, especially during this week, of the whole city on the proper care of babies, particularly during hot weather, in order to further reduce infant mortality.

It is hardly necessary for me to say that this program seems particularly fitting for the churches' support. Much has been accomplished within the last few years in the saving and protecting of child life in New York. In order that we may progress still further in reducing infant mortality and promoting the welfare of the children of the city, we must have the active cooperation of all citizens, and especially of the religious and civic organizations, which have so much concern for the city's welfare. I ask, therefore, that you bring this matter to the attention of your congregations, urging their cooperation with the committee in charge.

JOHN PURBOY MITCHEL, *Mayor.*

JUNE 17, 1914.

**A CIRCULAR DISTRIBUTED TO TEACHERS IN WASHINGTON, D. C., AS BASIS FOR TALKS TO PUPILS ON
LITTLE-MOTHERS' DAY.**

1. *Bathing.*—Baby should be bathed every day because the skin of a baby is very tender, and very little irritation will cause trouble. Have everything ready before you begin the bath. Be sure the room is warm and that there are clean, dry, warm clothes ready to put on baby quickly after the bath. You will need a basin of warm water, soap, wash cloth, towels, powder, solution of boracic acid, and absorbent cotton.

Before undressing the baby bathe the eyes gently with boracic-acid solution. Cleanse each nostril with a twist of absorbent cotton moistened the same way. Next wash the face and ears with a wash cloth wrung out of the water and wipe at once with a thin soft towel. Then soap the head carefully, rinse off well, and dry.

Now undress the baby and soap it all over quickly. Then put baby in the tub, rinse all the soap off well, and lift baby out and dry. The time in the water should not be more than 2 minutes.

2. *Feeding.*—Every baby should be fed on mother's milk for the first few months. It has just the right things in it to make the baby strong and well. It is always ready, always warm, and always clean and free from germs. Baby should be fed regularly, every three or four hours. Baby should not have anything else to drink except cool boiled water. If baby can not be nursed it should be fed on a modification of cows' milk. The mother should be sure the milk she buys for the baby is clean and cold and safe. Dirty milk may kill the baby. The doctor must tell the mother how to prepare this milk. She must have everything very clean that she uses to fix the milk in, and as soon as it is fixed it should be put in the ice box and kept there. The mother should never put the nipple in her mouth. The bottles must be kept very clean. The greatest care must be taken that the baby's food does not stand in the sun or get dirty and that no flies come near it.

3. *Sleeping*.—A young baby should sleep practically all the time, except when it is being fed or bathed. It should always sleep alone in a basket or crib; never in the bed with its mother. It should never sleep in a room with the window closed. It is a very good plan to let the baby sleep out of doors in the daytime if it is well wrapped and protected from the wind. When the baby gets a little older it should sleep straight through from 6 p. m. to 6 a. m., and should have a long nap in the morning and again in the afternoon. The more sleep the baby and growing child have, the stronger they will be. They should never be kept up in the evening.

Baby will be well and happy if he—

- Has the right food.
- Has a bath every day.
- Is kept dry and clean.
- Has his meals served on time.
- Sleeps alone in a quiet, cool place.
- Breathes fresh air day and night.
- Is given pure, cool water to drink.
- Is dressed according to the weather.
- Is protected from flies and mosquitoes.
- Is kept away from sick folks and crowds.
- Does not have to be shown off for visitors.
- Is not kissed on the mouth, even by his mother.

Baby will be unhappy and cross if he—

- Is given a pacifier.
- Is allowed to go thirsty.
- Is taken up whenever he cries.
- Is fed at the family table.
- Is kept up late.
- Is not kept dry and clean.
- Is bounced up and down.
- Is taken to the movies.
- Is dosed with medicine.
- Is teased and made to show off.
- Is bothered by flies and mosquitoes.
- Is not a fresh-air baby.

It is easier to keep baby well than to cure him when he gets sick.

ARTICLES IN THE CHILDREN'S BUREAU EXHIBIT ON INFANT CARE AT THE PANAMA-PACIFIC EXPO- SITION.

Clothing for the baby.

Hot-weather costume.—Cotton band and diaper.

Winter costume.—Shirt, diaper, band, stockings, shoes, skirt, slip, nightgown, and wrapper.

Two dolls dressed in these costumes.

Sleeping arrangements.

Homemade crib for young baby.—Clothes basket, mattress of silence cloth, mattress cover, rubber sheeting, sheets, blankets. Such a crib is described and illustrated in *Infant Care*, United States Children's Bureau publication No. 8, page 12.

Crib for older baby.—Iron crib with high sides, mattress, bedding as above, mosquito netting to cover bed.

Bathing arrangements.

A washable "hospital" doll, which may be used by the nurse in demonstrating the baby's bath, low table and chair, bathtub, pitcher for warm water, bath thermometer, towels, wash cloths, bath apron, bath accessories—good soap, vaseline, talcum powder, boric acid, absorbent cotton.

Objects needed for preparation of modified milk.

Portable gas stove, two burners (electric plate may be used), nursing bottles (8-ounce cylindrical), nipples, covered glass for nipples, clean corks, bottle brush, graduated measuring glass, two quart pitchers, one funnel, long-handled spoon for stirring, pail or kettle for pasteurizing milk, and sterilizing utensils (for home pasteurizers and use, see Infant Care, pp. 40-46), tablespoon, double boiler for cooking cereals.

Scale for weighing baby.

Scale having balance beam and platform; suitable basket or pan on platform for holding baby.

Playpen for older babies.

For description, see Infant Care, Children's Bureau publication No. 8, page 24.

ARTICLES WHICH HAVE BEEN USED IN BABY-WELFARE EXHIBITS.

Homemade ice box. (See Infant Care, p. 41.)

Homemade fireless cooker. (See Circular 776, States Relations Service, U. S. Department of Agriculture.)

Homemade iceless refrigerator. (See Circular 778, States Relations Service, U. S. Department of Agriculture.)

Good and bad school luncheons shown in Corpus Christi (Tex.) baby-week exhibit.

GOOD SCHOOL LUNCHEONS.

I.

Egg sandwich.
Brown bread and butter.
Mold of apple tapioca.
Orange.

II.

Chicken-salad sandwich.
Crisp finger roll.
Nut and date sandwich.
Apple.

III.

Cheese sandwich.
Apple and celery sandwich.
Sponge cake.
Orange.

IV.

Club sandwich.
Graham bread and butter.
Jelly roll.
Apple.

V.

Peanut-butter sandwich.
Raisin and apple sandwich.
Candy.
Orange.

BAD SCHOOL LUNCHEONS.

I.

Hard fried egg.
Thick soda biscuit.
Apple pie.
Banana.

II.

Sausages.
Dill pickles.
Soggy rolls.
Raw onions.
Doughnuts.

Homes of Do Care and Don't Care families.

An interesting feature of an exhibit is the display of good and bad kitchens or good and bad nurseries, which reproduce typical rooms to be found in the town where the exhibit is held.

Two rooms, approximately 8 to 10 feet square, are constructed and furnished to represent two contrasting kitchens or nurseries. The furnishings must be similar, but while that belonging to Mrs. Do Care is shown in model order, the other, belonging to Mrs. Don't Care, is carelessly or ignorantly cared for. It is not advisable, however, to make the contrasts so extreme that both seem unreal.

CONTRASTS.

DO CARE.	DON'T CARE.
Neat and clean wall paper.	Ugly and untidy wall paper.
Windows screened.	No screens.
No flies.	Flies.
Milk covered.	Milk uncovered.
Clean stove.	Dirty stove.
Dust cloths, etc.	Feather duster, etc.

TITLES OF PANELS IN SEVERAL BABY-WELFARE EXHIBITS.

Children's Bureau.

Baby's Rights.
 Care Before Birth.
 Nursing the Baby.
 Mother's Milk.
 What Mother's Milk Did for This Baby.
 Artificial Food.
 Baby Needs Air.
 Colds and Pneumonia.
 Baby's Foes.
 When Mother Works.
 Low Wages.
 Mothers' Pensions.
 In the Same Town.

New York State Department of Health.

The Necessity of Healthy Parents.
 Birth Registration—Importance of birth certificates.
 Birth Registration—Proof of age required by civil service and some employers.
 Infant Mortality—Electric flash light going out every time a baby dies in the civilized world.
 Necessity of Breast Feeding.
 Health Creed for a Well Baby.
 Pasteurized Milk.
 Care of Milk in the Home.
 Dangerous Soothing Syrups.
 Dangerous Foods.
 Fresh Air for the Baby.
 Where Babies Die (housing conditions).
 The Fly Pest.
 Vaccination.
 Prevention of Blindness in Babies.
 Common Colds—What they may lead to.
 How Colds are "Caught."
 How to Handle the Baby.
 Bathing the Baby.
 Education of the Mother Will Reduce the Infant Death Rate in Your City.
 Infant-Welfare Stations—Their value.

Pittsburgh baby-week exhibit.

Prenatal care:

How to Save the Babies.
Care Before Birth.
The Working Mother.
Why the Baby Died.
Father Pitt Offers the Mothers Advice and Help in Caring for the Babies.

Birth:

Babies' Sore Eyes.
Prevent Sore Eyes.
Regulation of Midwives.
Baby's Rights.

Feeding:

Why Baby Should Be Nursed.
Mother's Milk.
Nursing the Baby.
What a Patent Food Did for This Baby.
Artificial Food.

Milk:

Dangerous Milk.
Dairy and Milk Inspection.
Certified Milk—What it is.
Certified Milk—Method of supervision.

Care of mother and baby:

Causes of Baby Deaths.
Catching Diseases.
Measles and Whooping Cough.
Light and Air.
Flies.

Saving babies:

Baby-Welfare Week.
Little Mothers.
Work of Nurse.
The Nursing Bottle.
Happy Babies.

Russell Sage Foundation, department of child helping.

All Births Should be Registered.
Our Country's Faulty Records.
A Baby Dies in the United States Every Time This Star Fades.
Baby's Pilgrim's Progress Through the Valley of the Shadow of Death.
How to Save Babies.
The Beginning of Life.
Mother's Milk.
What Mother's Milk Did for These Babies.
What a Patent Food Did for These Babies.
Artificial Feeding.
Feeding the Baby.
Flies are Carriers of Disease.
Colds.
Whooping Cough.
Measles.

TRAVELING EXHIBITS, LANTERN SLIDES, AND EDUCATIONAL LITERATURE OBTAINABLE FROM VARIOUS SOURCES.

Exhibit material in many cases is lent free, if transportation is paid. In some cases a small rental fee is asked in addition. Many of the small poster exhibits may be purchased at a low price. In most cases the condition is made that broken lantern slides shall be paid for by the borrower. Further information may be obtained from the secretaries of the organizations. Applications for exhibit material and lantern slides should be made as long as possible in advance.

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For leaflets and pamphlets write to the publishing agency as here indicated.

The Children's Bureau can supply only its own publications and material.

**Childrens' Bureau, United States Department of Labor,
Washington, D. C.**

Exhibit material.—Twelve wall charts on infant welfare mounted on linen, 20 by 40 inches.

Lantern slides.—Set of 50 lantern slides on infant care, each slide having an appropriate label of explanation; no outline for lecture.

Motion-picture film.—A Day in Baby's Life. A film giving details of the care of the baby; suitable to serve as accompaniment to a lecture to women or young girls on the care of the baby. Film can not be lent, as it is worn out, but upon request permission will be given to departments of health and private organizations to have copies of the film made from the negative. Length of film, about 1,500 feet.

Bulletins, etc.:

Prenatal Care.—A 35-page bulletin dealing with the care of the mother during pregnancy.

Infant Care.—An 81-page bulletin dealing with the care of babies up to 2 years of age.

Child Care.—(In preparation.)

Maternal Mortality from all Conditions Connected with Childbirth.

Baby-Week Campaigns.

Child-Welfare Exhibits: Types and preparation.

Birth Registration.

A Tabular Statement of Infant-Welfare Work in the United States.

How to Organize a Children's Health Conference. (In press.)

For a complete list of all Children's Bureau publications, see pages 2 and 3 of cover.

Other forms of assistance in a baby-week campaign:

Press material on baby week.

Press material on birth registration.

Leaflet of directions for carrying out a birth-registration test.

Outline of suggestions for programs on The Community and the Child.

Circular of information about motion-picture films on child-welfare subjects.

Information about organizing Little Mothers' Leagues.

Information about equipment, etc., of infant-welfare stations.

United States Public Health Service, Washington, D. C.

Lantern slides.—Two thousand views dealing with various public-health problems; 80 slides on the subject of milk.

Bulletins, etc.:

Care of the Baby.—Public Health Reports, Supplement No. 10. 14 pp.

Same, printed in Slovak.

Summer Care of Infants.—Public Health Reports, Supplement No. 16. 15 pp.

A number of publications on such subjects as children's diseases, infantile paralysis, malaria, tuberculosis, typhoid fever, open-air schools, milk, water, etc., closely related to baby welfare, are also available for distribution. A complete list will be furnished on request.

Office of Home Economics, States Relations Service, United States Department of Agriculture, Washington, D. C.

Exhibit material.—Food and diet charts in colors; useful in exhibits on the subject of food for young children. To be obtained from the Superintendent of Documents, Washington, D. C. The set of 15 charts, \$1; single charts not sold separately.

Bulletins, etc.:

Food for Young Children.—Farmers' Bulletin 717.

School Lunches.—Farmers' Bulletin 712.

American Association for Study and Prevention of Infant Mortality, 1211 Cathedral Street, Baltimore, Md.

Exhibit material.—(a) General traveling exhibit. Scope—Illustrates causes and extent of baby sickness and death; how to keep the baby well; right food for the baby; baby life-saving stations. Contents—35 panels; 5 single introductory panels; 6 cabinet screens, each of which holds 5 panels; no wall attachments. Space required, 80 linear feet; 4 feet from wall to exhibit; walls must be at least 10 feet high. Weight, 1,550 pounds; packed in 8 boxes; usually shipped by freight. (b) Parcel-post exhibit. Photographic reproduction of general traveling exhibit; 20 wall panels, unframed, mounted on muslin; size, 34 by 42 inches; weight, 15 pounds.

Lantern slides.—Collection of 50 slides, based on traveling exhibit, accompanied by brief descriptive statement.

Leaflets, etc.:

Motherhood.—A 6-page leaflet on prenatal care.

Care of the Baby.—Educational leaflet No. 1. 4 pp.

American Medical Association, Council on Health and Public Instruction, 535 North Dearborn Street, Chicago, Ill.

Exhibit material.—(a) Fifteen exhibit panels, 25 by 38 inches, printed on durable paper. These panels are reproductions of exhibit panels prepared by the Children's Bureau and the American Association for Study and Prevention of Infant Mortality. Sent by parcel post. Price list upon application to the secretary of the council on health and public instruction. (b) Cartoons on public health, available for exhibits; cuts of the same.

Pamphlets, score cards, record sheets, etc.:

Save the Babies.—Pamphlet No. 7. Pamphlet on the care of babies. 19 pp.

Summer Care of Babies.—Twenty-four page pamphlet.

Score cards for use in baby-health conferences.

Record sheets for use in baby-health conferences in which score cards are not used.

Baby Health Conferences.—Pamphlet No. 5. Description of the methods of holding baby-health conferences according to the score card of the American Medical Association.

Anthropometric Table.

Sample copies and price list are furnished on application to the secretary of the council on health and public instruction; also price list of packages made up with the number of each of the publications named above necessary for baby-health conferences of various sizes. Requests for material should be made as long in advance as possible.

American Red Cross Town and Country Nursing Service, Washington, D. C.

Exhibit No. I.—Six cabinets, photographs and models relating to public-health work of nurse; each cabinet 8 feet 6 inches by 34 inches by 10 inches; includes one cabinet on infant-welfare work; weight, ready for shipment, 1,200 pounds.

Exhibit No. II.—Thirteen panels 2 feet by 2 feet 6 inches on activities of the visiting nurse in rural communities and small towns. Two panels on infant-welfare work; to be hung in tiers of three; requires 13 by 6 feet wall space.

Lantern slides.—Forty-six on work of visiting nurse in rural districts and small towns.

Motion-picture film.—Two copies on work of visiting nurse in rural districts and small towns.

Pamphlets, etc.—Circular 117. Four-page illustrated circular on the work of the Town and Country Nursing Service of the American Red Cross.

National Association for the Study and Prevention of Tuberculosis, 105 East Twenty-second Street, New York, N. Y.

Exhibit material.—Exhibit chart for use in schools.

Lantern slides.—One hundred and eighty-three lantern slides on tuberculosis and public health.

Circulars with regard to motion-picture films and lantern slides furnished on request.

Motion pictures.—Rental service of five motion-picture films on tuberculosis and public health. Of these, *The Temple of Moloch* and *The Great Truth* especially show the need for the protection of children from tuberculosis.

Leaflets, etc.—A number of health plays for children in leaflet form. (See p. 134.)

In writing for information a stamp should be inclosed for reply.

Russell Sage Foundation, Department of Child Helping, 130 East Twenty-second Street, New York City.

Lantern slides.—Sixteen lantern slides on visiting nursing.

Leaflets, etc.—*The Care of the Baby.* Six-page leaflet.

National Committee for the Prevention of Blindness, Room 510, 130 East Twenty-second Street, New York City.

Exhibit material.—Two exhibits: (1) *Ophthalmia neonatorum* (babies' sore eyes); (2) midwives. Each exhibit five panels; bromide photographs mounted on compo board and framed; approximately 18 inches wide by 38 inches high; wall space required, width 7 feet 6 inches; height, 3 feet 4 inches. Publication No. 4, describing and illustrating exhibits in detail, may be had upon application.

Lantern slides.—Seventy-seven on babies' sore eyes. Synopsis of a lecture or a complete lecture supplied on request. Write for Publication No. 7 and inventory of slides.

Leaflets, etc.:

Needlessly Blind for Life.—Four-page leaflet on prevention of blindness from babies' sore eyes (*ophthalmia neonatorum*).

Common Causes of Blindness in Children and the Means and Methods of Prevention.—Sixteen-page pamphlet, illustrated.

What Women's Clubs and Nursing Organizations Can Do to Prevent Blindness.—Four-page leaflet.

Saving the Sight of Babies.—A lecture outline, illustrated.

Summary of State Laws and Rulings Relating to the Prevention of Blindness from Babies' Sore Eyes.

Will contribute moderate supply of first three mentioned publications free. Prices of quantity lots on application. Single copies of last two on request. Applications for large quantities should be made at least two months in advance of date when needed.

American Social Hygiene Association, 105 West Fortieth Street, New York City.

Exhibit material.—(a) Set of 10 colored panels on social hygiene, size 17 by 24 inches. (b) Set of photographs of this series of panels, suitable for small exhibits. (c) Single wall panel, 40 by 28 inches.

Lantern slides.—Set of 10, reproducing exhibit panels. Additional lantern slides on social hygiene.

Pamphlets.—Eight pamphlets on social hygiene.

National Child-Welfare Exhibit Association, 70 Fifth Avenue, New York City.

Exhibit material.—Thirteen colored posters, 18 by 28 inches, Care Before Birth, Care at Birth, The Best Food, The Best Substitute, Feeding the Baby, Bathing the Baby, Clothing the Baby, Fresh Air and Exercise, The Baby Asleep, Things to Avoid, Milk, Midwives, Birth Registration. Also, 12 posters on childhood and health, what to eat and what not to eat, care of the eyes, care of the teeth, correct breathing, and disease prevention.

Lantern slides.—Set of 13, reproducing posters on care of baby; set of 12, reproducing posters on childhood and health.

Educational Exhibit Co., 26 Custom House Street, Providence, R. I.

Exhibit material.—Parcel-post exhibits and other exhibits for sale and rental; models and devices; pin-map supplies; materials for chart making.

Lantern slides.—Several sets on baby welfare, milk, flies, child hygiene, etc.

A baby-week catalogue, giving details as to exhibit material and lantern slides, is sent on request.

Public Service Exhibit Bureau, 123 West Madison Street, Chicago, Ill.

Exhibit material.—For information address secretary.

Public-Health Nurse Quarterly, 612 St. Clair Avenue NE., Cleveland, Ohio.

Lantern slides.—Fifty lantern slides on public-health nursing. Sixty lantern slides on child welfare, which include maternity, infant welfare, the child from 2 to 6, and school hygiene. Lectures accompany slides.

The Child Federation, 1014-16 Witherspoon Building, Philadelphia, Pa.

Exhibit material.—Set of 8 charts, 28½ by 22½ inches, printed on cardboard. Subject, baby saving.

**ASSISTANCE OFFERED BY STATE AUTHORITIES
THROUGHOUT THE COUNTRY.**

ALABAMA.

State Board of Health, Montgomery.

Bulletins.—On the Baby, Diphtheria, Care of the Baby.

Lantern slides, lecturers, press articles.

ARIZONA.

University of Arizona, Department of Social Science, Tucson.

Lecturers, press articles.

ARKANSAS.

University of Arkansas, College of Agriculture, Extension Division, Fayetteville.

One, possibly two, lecturers.

Press articles.

National Association for the Study and Prevention of Tuberculosis, 105 East Twenty-second Street, New York, N. Y.

Exhibit material.—Exhibit chart for use in schools.

Lantern slides.—One hundred and eighty-three lantern slides on tuberculosis and public health.

Circulars with regard to motion-picture films and lantern slides furnished on request.

Motion pictures.—Rental service of five motion-picture films on tuberculosis and public health. Of these, *The Temple of Moloch* and *The Great Truth* especially show the need for the protection of children from tuberculosis.

Leaflets, etc.—A number of health plays for children in leaflet form. (See p. 134.)

In writing for information a stamp should be inclosed for reply.

Russell Sage Foundation, Department of Child Helping, 130 East Twenty-second Street, New York City.

Lantern slides.—Sixteen lantern slides on visiting nursing.

Leaflets, etc.—*The Care of the Baby.* Six-page leaflet.

National Committee for the Prevention of Blindness, Room 510, 130 East Twenty-second Street, New York City.

Exhibit material.—Two exhibits: (1) *Ophthalmia neonatorum* (babies' sore eyes); (2) midwives. Each exhibit five panels; bromide photographs mounted on compo board and framed; approximately 18 inches wide by 38 inches high; wall space required, width 7 feet 6 inches; height, 3 feet 4 inches. Publication No. 4, describing and illustrating exhibits in detail, may be had upon application.

Lantern slides.—Seventy-seven on babies' sore eyes. Synopsis of a lecture or a complete lecture supplied on request. Write for Publication No. 7 and inventory of slides.

Leaflets, etc.:

Needlessly Blind for Life.—Four-page leaflet on prevention of blindness from babies' sore eyes (*ophthalmia neonatorum*).

Common Causes of Blindness in Children and the Means and Methods of Prevention.—Sixteen-page pamphlet, illustrated.

What Women's Clubs and Nursing Organizations Can Do to Prevent Blindness.—Four-page leaflet.

Saving the Sight of Babies.—A lecture outline, illustrated.

Summary of State Laws and Rulings Relating to the Prevention of Blindness from Babies' Sore Eyes.

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Bulletins.—On the Baby, Diphtheria, Care of the Baby.
Lantern slides, lecturers, press articles.

ARIZONA.

University of Arizona, Department of Social Science, Tucson.

Lecturers, press articles.

ARKANSAS.

University of Arkansas, College of Agriculture, Extension Division, Fayetteville.

One, possibly two, lecturers.
Press articles.

BABY-WEEK CAMPAIGNS.

CALIFORNIA.

State Board of Health, Sacramento.

Special bulletin on child welfare; pamphlets on milk production, sanitation, and flies.

Twenty-five panels on infant welfare.

One hundred lantern slides on public health, milk sanitation, tuberculosis.

COLORADO.

State Board of Health, Denver.

Lantern slides, 4 dozen on infant hygiene.

Two motion-picture films.—The Man Who Learned, The Fly Pest.

Lecturers supplied to a limited extent.

University of Colorado, Extension Bureau of Community Welfare, Boulder.

Exhibit material, including 13 child-welfare charts. Sent for transportation charges.

Lecturers. Traveling expenses to be paid locally. Arrangements to be made one month in advance.

Programs for organization and management of baby-health conferences and community-welfare campaigns.

Press articles.

CONNECTICUT.

State Board of Health, Hartford.

Leaflets.—Care of Baby, etc.

Two exhibits, posters, wall charts.

Eighty lantern slides on infant care, the fly, housing, milk.

Lecturers, press articles.

Connecticut Agricultural College, Extension Service, Storrs.

Press articles.

DELAWARE.

State Board of Health, Wilmington.

Press articles.

FLORIDA.

State Board of Health, Jacksonville.

Pamphlets.—Prevention of Ophthalmia Neonatorum, Vital Statistics, Baby Welfare, Save the Babies.

Exhibit train, 3 cars; much material upon infant and child welfare. Itinerary must be arranged in advance and must include towns in same general locality or upon same railroad.

Small exhibit, wall panels on infant welfare, tuberculosis, and flies.

Parcel-post exhibits, 8 on tuberculosis, 7 on typhoid.

About 400 lantern slides on general health, including many on infant welfare.

Twelve motion-picture films.—The Long Versus the Short Haul, Tommy's Birth Certificate, Cattle-Tick Eradication, Hope, The Temple of Moloch, The Price of Human Life, Toothache, The Typhoid Story, The Fly Pest, The Fly Danger, War on the Mosquito, The Rat Menace. Films in use with exhibit trains.

Twelve district public-health nurses and eight assistants to State health officer detailed upon request to assist in planning and carrying out programs through lectures, personal talks, assistance at baby-health conferences.

Programs, press articles.

GEORGIA.

State Board of Health, Atlanta.

Bulletins and circulars.—Mother and Child, Keep the Baby Healthy During the Summer, Some of the Causes of Infant Mortality.
Cartoons, specimens, models. Sent for transportation charges.
Fifty lantern slides on dairying, blindness, diphtheria, flies.
Lecturers, press articles.

University of Georgia, School of Education, Athens.

Lecturers, press articles.

IDAHO.

State Board of Health, Boise.

Leaflet.—If You Have a Baby.

University of Idaho, Department of Home Economics, Moscow.

Lecturers, programs.

ILLINOIS.

State Board of Health, Springfield.

Booklet, Our Babies: How to Keep Them Well and Happy; bulletin, How to Organize and Conduct Baby-Health Conferences; circulars, Helpful Hints for Baby Week.
Wall exhibit, illustrated hand-colored posters.
One hundred and fifty lantern slides on baby welfare, birth registration, general sanitation, milk.
Two motion-picture films.—Tommy's Birth Certificate, Summer Babies.
Lecturers, press articles.

University of Illinois, Department of Household Science, Extension Service, Urbana.

Charts, used by lecturer in health talks.
Lantern slides, used by lecturer in health talks.
One lecturer, a graduate nurse.
Programs, press articles.

INDIANA.

State Board of Health, Indianapolis.

Booklet, Indiana's Mothers' Baby Book. Pamphlets and circulars.—Care of the Baby in Hot Weather, Flies and the Baby.
Folding exhibit of 24 cards, 50 large charts.
Three hundred lantern slides.—Milk, flies, sanitary homes.
Two motion-picture films.—The Man Who Learned, Flies and Babies.
Four lecturers; also available for examining babies at health conferences.
Press articles.

Purdue University, Department of Agricultural Extension, Home Economics Division, Lafayette.

A number of publications sent out in response to requests. Not available for distribution in large numbers.
Exhibit material used by lecturers.
Lecturers.
Programs; staff will confer with committees.
Press articles.

BABY-WEEK CAMPAIGNS.**CALIFORNIA.**

State Board of Health, Sacramento.

Special bulletin on child welfare; pamphlets on milk production, sanitation, and flies.

Twenty-five panels on infant welfare.

One hundred lantern slides on public health, milk sanitation, tuberculosis.

COLORADO.

State Board of Health, Denver.

Lantern slides, 4 dozen on infant hygiene.

Two motion-picture films.—The Man Who Learned, The Fly Pest.

Lecturers supplied to a limited extent.

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Lecturers. Traveling expenses to be paid locally. Arrangements to be made one month in advance.

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Lecturers, press articles.

Connecticut Agricultural College, Extension Service, Storrs.

Press articles.

DELAWARE.

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Press articles.

FLORIDA.

State Board of Health, Jacksonville.

Pamphlets.—Prevention of Ophthalmia Neonatorum, Vital Statistics, Baby Welfare, Save the Babies.

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Twelve district public-health nurses and eight assistants to State health officer detailed upon request to assist in planning and carrying out programs through lectures, personal talks, assistance at baby-health conferences.

Programs, press articles.

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Cartoons, specimens, models. Sent for transportation charges.
Fifty lantern slides on dairying, blindness, diphtheria, flies.
Lecturers, press articles.

University of Georgia, School of Education, Athens.

Lecturers, press articles.

IDAHO.

State Board of Health, Boise.

Leaflet.—If You Have a Baby.

University of Idaho, Department of Home Economics, Moscow.

Lecturers, programs.

ILLINOIS.

State Board of Health, Springfield.

Booklet, Our Babies: How to Keep Them Well and Happy; bulletin, How to Organize and Conduct Baby-Health Conferences; circulars, Helpful Hints for Baby Week.
Wall exhibit, illustrated hand-colored posters.
One hundred and fifty lantern slides on baby welfare, birth registration, general sanitation, milk.
Two motion-picture films.—Tommy's Birth Certificate, Summer Babies.
Lecturers, press articles.

University of Illinois, Department of Household Science, Extension Service, Urbana.

Charts, used by lecturer in health talks.
Lantern slides, used by lecturer in health talks.
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Programs, press articles.

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Two motion-picture films.—The Man Who Learned, Flies and Babies.
Four lecturers; also available for examining babies at health conferences.
Press articles.

Purdue University, Department of Agricultural Extension, Home Economics Division, Lafayette.

A number of publications sent out in response to requests. Not available for distribution in large numbers.
Exhibit material used by lecturers.
Lecturers.
Programs; staff will confer with committees.
Press articles.

IOWA.

State Board of Health, Des Moines.

Bulletin.—Save the Babies.
Thirty charts.

State University of Iowa, Extension Division, Bureau of Social Welfare, Iowa City.

Bulletins.—Iowa Handbook on Child Welfare, Child-Welfare Survey, and Bibliography. Typed instructions for conducting baby-health conference or demonstration.

One hundred wall charts, 3 by 5 feet; 25 placards. Sent for transportation charges.

A few lantern slides used by lecturers.

Lecturers. Traveling expenses to be paid locally.

Programs, press articles.

Iowa State College of Agriculture and Mechanic Arts, Extension Department, Home Economics Committee, Ames.

Pamphlets.—The Child and Its Care; The Child Outline for Club Study; Feeding the Child from Nine Months to Two Years; Feeding the Child from Two to Three Years; Feeding the Child of Six.

Lecturers.

Very complete set of suggestions and programs.

Press articles.

KANSAS.

State Board of Health, Division of Child Hygiene, Topeka.

Bulletin on child hygiene. Pamphlets.—Breast Feeding; Bottle Feeding; Feeding After the First Year; Clothing, Bathing, and Care; Fresh Air and Rest; and Habits, Training, and Discipline.

Large panel exhibit, 6 screens, 4 panels each, suitable for elaborate campaigns. Transportation expenses, both ways, and any loss due to carelessness in packing and handling to be paid locally. Portion of large exhibit material reproduced in 12 illustrated colored posters. Set sent free to any resident of State. Limited number available for sending outside State on receipt of postage (3 cents a set). Infant's layette exhibit, life-size doll, entire set correct baby clothes, packed in suit case. Sent for transportation charges.

Lantern slides.—A Square Deal for the Baby; Tuberculosis; Clean Milk and Safe Milk; The Filthy Fly; Fakes and Fakery; Community Sanitation; Conservation of Vision; Man and the Microbe. Memoranda for lectures accompany slides. Recipient to pay transportation charges both ways and 25 cents for each broken slide.

Five motion-picture films.—The Long Versus the Short Haul; The Man Who Learned; Tuberculosis; Typhoid Fever; The Fly. Recipient to pay transportation charges and guarantee reimbursement for loss or damage to films.

Lecturers, secretary and members of State board of health, and the directors of six divisions of the State board.

Programs, press articles.

Kansas State Agricultural College, Home Economics in Extension Division, Manhattan.

Cooperates with State board of health in supplying leaflets, etc.

Lantern slides on tuberculosis and milk production.

Three motion-picture films.—John Brand; An Interrupted Romance; Development of the Fly.

Lecturers, programs, press articles.

University of Kansas, Child-Welfare Department, Lawrence.

Lecturers.

KENTUCKY.

State Board of Health, Bowling Green.

Pamphlets on public-health subjects.

Exhibit material, sent for transportation charges; deposit required, from which deduction is made for damage.

Lantern slides.—Seven thousand lantern slides on public-health subjects.

Lecturers, outlines, press articles.

State University of Kentucky, College of Agriculture, Department of Home Economics, Lexington.

Exhibit material, lecturers, programs, press articles.

LOUISIANA.

State Board of Health, New Orleans.

Bulletins.—The Baby; Flies; Milk. Pamphlets.—How to Keep the Baby Well; Save the Babies.

Exhibit car on educational hygiene; one-third space to infant welfare. Large colored framed posters.—Baby Dont's; Baby Needs; Food, Milk; Registration; Patent Medicine. Models.

One hundred lantern slides on milk, dairies, sanitary and insanitary homes, safety first for the baby.

Three motion-picture films.—Summer Babies; The Fly; Milk.

Lecturers, programs, press articles.

MAINE.

State Board of Health, Augusta.

Bulletins.—The Feeding and Care of the Baby. Series of leaflets.—Health of Home and School.

Charts.

More than 2,000 lantern slides on 20 topics, many on child welfare. Memoranda for several lectures on child welfare accompany slides.

Lecturers, programs, press articles.

University of Maine, College of Agriculture, Department of Home Economics, Orono.

Lecturers.

MARYLAND.

State Department of Health, Baltimore.

Lantern slides.

Staff of State board available for consultation.

Maryland Agricultural College, Extension Division, College Park.

Lecturers, programs, press articles.

MASSACHUSETTS.

State Department of Health, Boston.

Bulletin.—The Baby and You. Health Creed. Leaflets in foreign languages. Child-welfare exhibit.—Twenty panels, models.

About 500 lantern slides, including duplicate sets on child welfare, public-health nurse, milk, how to keep well, school hygiene.

Four motion-picture films.—The Long Versus the Short Haul, The Price of Thoughtlessness, Toothache, Fly Danger

Lecturers supplied to a limited extent.

Programs, press articles.

Massachusetts Agricultural College, Extension Service, Home Economics Division, Amherst.

Three lecturers, programs, press articles.

MICHIGAN.

State Board of Health, Lansing.

Bulletins.—What About the Babies, Public Health.

Extensive exhibit, many mechanical devices, wall charts. Photographs of entire exhibit available.

Two-hundred lantern slides on infant-welfare topics.

Four motion-picture films, including The Man Who Learned, The Long Versus the Short Haul, The Fly.

Lecturers, programs, press articles.

Michigan Agricultural College, Division of Home Economics, East Lansing.

Lecturers, press articles.

MINNESOTA.

State Board of Health, St. Paul.

Lecturers supplied to a limited extent.

University of Minnesota, Department of Agriculture, Division of Home Economics, St. Paul.

Pamphlet.—Care of the Baby.

Wall charts.—Suggestions on clothing.

Will prepare infant-feeding exhibit for some central exhibition.

Lecturers.

MISSOURI.

University of Missouri, Extension Division, Department of Home Economics, Columbia.

Exhibit consisting of baby basket, model outfit baby clothing; five sets available. Sent for transportation charges.

Lecturers. If several talks arranged for same trip university meets traveling but not local expenses.

Programs, press articles.

University of Missouri, Department of Preventive Medicine, Columbia.

One hundred and fifty lantern slides on milk, baby clinic, etc.

Lecturers, programs, press articles.

MONTANA.

State Department of Health, Helena.

Special bulletin on baby welfare.

Charts.

One hundred lantern slides on child welfare.

Lecturers, programs, press articles.

Montana State College of Agriculture and Mechanic Arts, Extension Service, Bozeman.

Printed material for distribution.

Charts and panels.

Lecturers. College pays traveling but not local expenses.

Press articles.

NEBRASKA.

• State Board of Health, Lincoln.

Press articles.

University of Nebraska, College of Agriculture, Extension Service, University Farm, Lincoln.

Extension service circulars.—Mother and Baby, Care and Feeding of Children, Feeding of Children, Children's Clothing. College of Medicine pamphlets.—Hygiene of the Child, Home Nursing for Babies, Colds, Whooping Cough, Measles, Scarlet Fever, Diphtheria.

Wall charts, printed on muslin, large type. Sent for transportation charges.
Set of posters made at cost of 10 cents each, as a suggestion for local clubs.
Lantern slides, used by lecturers.
One motion-picture film.—Better Babies. Sent for transportation charges.
Ten lecturers, programs, press articles.

NEVADA.

University of Nevada, Agricultural Extension Division, Department of Home Economics, Reno.

Charts, sent for transportation charges.
Lecturers, press articles.

NEW HAMPSHIRE.

State Board of Health, Concord.

Infant-welfare number of quarterly bulletin.
A few lantern slides on general hygiene.

New Hampshire College of Agriculture and the Mechanic Arts, Extension Service, Durham.

A few charts on handling and distribution of milk.
Lecturers, press articles.

NEW JERSEY.

State Department of Health, Division of Child Hygiene, Trenton.

Leaflets.—Is Your Baby Registered? How to Grow Prize Babies, A Community Problem. Others issued when occasion requires.
Large traveling exhibit accompanied by demonstrators, 2 sets of panels; sent for transportation charges.
Large number of lantern slides on tuberculosis, housing conditions, milk, sewage disposal. A few on infant welfare.
Seven motion-picture films. (May not be available for local campaigns.)
Lecturers, program, series of press articles.

NEW YORK.

State Department of Health, Division of Child Hygiene, Albany.

Pamphlets.—Your Baby.—How to Keep It Well, Before the Baby Comes, The New Born Baby, The Summer Care of Babies, Care of Milk in the Home. Artificial or Bottle Feeding, From the Bottle to Table Food, Avoid Infection. Available in limited numbers.
Two sets of 19 panels, 3 by 5 feet, on infant welfare, available only for use within New York State. Are intended to form part of intensive campaign in which department nurses, lecturers, and others participate.
One set of 25 panels on infant welfare, available for small communities in New York State.
Lantern slides.—Three sets infant welfare proper; one oral hygiene; two flies; two sanitary conditions; two public-health nursing; large number on other subjects. Three stereopticon lanterns adapted for use of electricity, available for lending with slides. Material available for use only in New York State.
Three motion-picture films.—Bringing It Home, one reel, showing necessity for prenatal instruction; The Trump Card, one reel, on clean milk and dairies; Our Baby, one reel, humorous recital of events in one day of a baby's life; one reel on oral hygiene. Portable motion-picture projector available under certain conditions. Material only for use in New York State.
Lecturers on all phases of infant welfare.

Several sets of press articles. Is prepared to study local conditions and prepare special publicity material.
Prepared to map out complete campaign, providing programs, exhibit material, lecturers, publicity, etc.

New York State College of Agriculture at Cornell University, Department of Home Economics, Ithaca.

Bulletins.—Care and Feeding of Children (limited number available), Health of Children, School Lunches.
Lecturers supplied to a limited extent.
Programs.

NORTH CAROLINA.

State Board of Health, Raleigh.

Pamphlets.—Care and Feeding of Babies, How to Keep Your Baby Well.
Three standard cabinet exhibits. Recipient to pay transportation and traveling expenses of demonstrator.
Seventy lantern slides on care and feeding of children.
Two motion-picture films.—Summer Babies, A Day in a Baby's Life.
Lecturers, programs, series of press articles.

University of North Carolina, Department of Rural Economics and Sociology, Chapel Hill.

Programs, press articles.

NORTH DAKOTA.

State Board of Health, Devils Lake.

One motion-picture film.—Error of Omission.

North Dakota Agricultural College, Extension Department, Agricultural College.

Bulletin.—The Baby.
One trained nurse, to lecture. Staff also available to a certain extent.
Programs, press articles.

OHIO.

State Board of Health, Division of Child Hygiene, Columbus.

Pamphlets on care of babies, communicable diseases, tuberculosis, etc.
Twelve wall cards 30 by 40 inches; 12 cards 20 by 30 inches. Exhibit of proper clothing for babies.
Five motion-picture films.—The Long Versus the Short Haul, Error of Omission, Summer Babies, The Man Who Learned, The Visiting Nurse.
Lecturers, programs.

Ohio State University, Extension Service, Department of Home Economics, Columbus.

Exhibit material, lecturers, programs, press articles.

OKLAHOMA.

State Department of Public Health, Guthrie.

Booklet addressed to mothers.
Lecturers, programs, press articles.

OREGON.

State Board of Health, Portland.

Leaflets.—Are Your Baby's Eyes Sore? The Expectant Mother.
Programs, press articles.

Oregon Agricultural College, School of Home Economics, Domestic Science Department, Corvallis.

Bulletins.—Food for the Family, The School Luncheon.
Ten charts on feeding and care of the child, growth and development.
Twenty-five lantern slides on infant care and feeding.
Lecturers, programs, press articles.

University of Oregon, Extension Division, Eugene.

Will issue bulletins to meet any demands on specific subjects.
Exhibit material, lecturers, press articles.

PENNSYLVANIA.

State Department of Health, Harrisburg.

Pamphlets.—How to Organize a Baby Show, Pennsylvania's Eugenic Marriage Law, Flies as a Factor in Infant Mortality, Diphtheria and Diphtheria Antitoxin, Reproduction and Race Betterment. Leaflets and circulars.—Cleanse the Teeth, Flies. In foreign languages.—Save the Baby, Blindness in Infants, Home Milk Supply, Birth Registration.
Exhibit material. Gives help to committees in constructing local exhibits.
Lecturers, programs, press articles.

RHODE ISLAND.

State Board of Health, Providence.

Pamphlet.—Care of Babies. Leaflet.—How to Take Care of Babies. Little Mothers' Leagues Handbook (prepared by Rhode Island State Federation of Women's Clubs).
Exhibit material on milk and on mouth hygiene.
Fifty lantern slides on milk; 50 on care of babies.
Three motion-picture films.—The Man Who Learned, Summer Babies, Boil Your Water.
One lecturer, press articles.

SOUTH CAROLINA.

State Board of Health, Columbia.

Literature on baby welfare, clean milk in home.
Fifty lantern slides on sanitation of the home, the house fly.
Lecturers, programs.

SOUTH DAKOTA.

State Department of Health, Waubay.

The Mother's Book.

University of South Dakota, Extension Department, Vermillion.

Three lecturers, programs.

TENNESSEE.

State Board of Health, Lebanon.

Literature on diseases of infancy.
Three lecturers, programs, press articles.

University of Tennessee. College of Agriculture, Division of Extension, Home Economics Department, Knoxville.

Lecturers, press articles.

TEXAS.

State Board of Health, Austin.

Exhibit on public health; 40 charts on baby care, accompanied by memoranda for lectures.

Lantern slides.

Two motion-picture films.—Teeth, The Fly.

Lecturers, programs, press articles.

Agricultural and Mechanical College of Texas, Department of Home Economics, College Station.

Give suggestions to committees for preparation of local exhibits in rural communities.

One member available for lectures in rural communities.

Programs, press articles.

University of Texas, Department of Extension, Austin.

Pamphlets.—How to Conduct a Baby-Health Conference, Instructions to Examiners, What the Baby Conferences Teach, Pure Milk and How to Get It, Why Register Births and Report Cases of Sickness, Suggestions for Infant Feeding, Food for Growing Children. Leaflet.—Things Worth While for the Baby.

Three sets of charts, 12 panels each, on care and feeding of children. Sent for transportation charges.

Lecturers supplied to a limited number of places. Application must be made several weeks in advance.

Programs, press articles.

UTAH.

State Board of Health, Salt Lake City.

Circular.—Save the Baby.

Forty lantern slides on care of infant, milk supply, and general subjects.

Lecturers, programs, press articles.

Utah Agricultural College, Extension Division, Home Economics Department, Logan.

Leaflet.—The House Fly.

Charts on Flies.

Lantern slides.—Flies.

Lecturers, programs, press articles.

VERMONT.

State Board of Health, Burlington.

Literature suitable for parents, teachers, and others.

Lantern slides on clean milk, oral hygiene, communicable diseases.

Motion-picture films on tuberculosis, clean milk, flies, toothache.

Four lecturers, press articles.

VIRGINIA.

State Board of Health, Richmond.

Pamphlet.—The Mother and Child. Reprints of health bulletins.—The Slaughter of the Innocents, Why a Physician Should Be Employed in Childbirth; several bulletin reprints on birth registration.

Exhibit on infant welfare, numerous charts.

Five hundred lantern slides.

One motion-picture film.—The Fly.

Lecturers, programs, press articles.

University of Virginia, Bureau of Extension, University.

Lecturers, programs, press articles.

Virginia Agricultural College and Polytechnic Institute, Extension Department, Blacksburg.

Distributes publications of United States Government.

Programs.

WASHINGTON.

State Board of Health, Seattle.

The Babies Bulletin. Leaflet on children's diseases.

Set of handmade cards helpful in preparing local exhibits.

Lantern slides.

State College of Washington, Department of Extension, Pullman.

Circular.—Better Babies, containing suggestions upon the organization of a campaign.

Charts on milk, etc.

Twelve lecturers. Traveling expenses and entertainment to be paid locally.

Programs, press articles.

University of Washington, Department of Home Economics, Seattle.

Bulletin on infant feeding and care.

Lecturers, press articles.

WEST VIRGINIA.

State Board of Health, Charleston.

Exhibit, 25 panels.

One hundred and fifty lantern slides, 12 on child hygiene.

Two lecturers, programs, press articles.

West Virginia University, Extension Service, Department of Home Economics, Morgantown.

Lecturers, press articles.

WISCONSIN.

State Board of Health, Madison.

Pamphlet.—Save Your Baby. Other public-health literature. Statistical summaries.

One set wall charts, placards, photographs.

Eleven lecturers, press articles.

University of Wisconsin, University Extension Division, Department of General Information and Welfare, Madison.

Package libraries on child-welfare topics. Special bulletin on baby-week campaigns in preparation.

Twenty-five wall charts, 34 by 44 inches.

Two hundred and ten lantern slides on infant welfare, the fly and disease, clean milk, home and community sanitation.

Three motion-picture films.—Public and Private Care of Infants, The Street Beautiful, The Man Who Learned.

Lecturers, traveling expenses to be met locally.

Programs, press articles.

WYOMING.

State Board of Health, Cheyenne.

Secretary State board of health will assist personally in any way which is practicable.

University of Wyoming, Department of Home Economics, Laramie.

Programs.

RECORDS OF CHILDREN'S HEALTH CONFERENCE.

The record blank used by the Children's Health Conference conducted by the Children's Bureau in the Panama-Pacific Exposition is not a score card, with grades on a percentage basis, but a much simpler statement, being intended not to grade children for purposes of comparison but to be of service to the individual child. Measurements are placed where indicated; a check is placed to indicate a defect, opposite skin, bones, nutrition, or any of the items in this column. The summary is used for suggestions to the parent for the improvement of the child.

The record below is checked to indicate a typical case of adenoids:

.....	1. Male; Female	×	12. General nutrition: <i>Poor</i> .
.....	2. Age: <i>6 years</i>
.....	3. Weight at birth: <i>8½ pounds</i> .	×	13. Fat: <i>Deficient</i> .
.....	4. How long breast-fed exclusively: <i>6 weeks</i> .	×	14. Bones: <i>Not well formed</i> .
.....	5. Age when weaned: <i>3 months</i>	15. Muscles: <i>Soft</i> .
.....	6. Why weaned: <i>No milk</i>	16. Skin.....
.....	7. What foods:	17. Hair.....
.....	<i>Mod. cows' milk</i>	18. Eyes.....
.....	8. Previous illnesses (with age):	×	19. Ears.....
×	Whooping cough.....	20. Nose: <i>Poorly developed</i> .
×	Measles.....	21. Mouth.....
.....	Respiratory diseases.....	22. Teeth.....
.....	×	23. Tonsils.....
.....	Digestive diseases.....	24. Adenoids: <i>Present</i> .
.....	25. Glands.....
.....	Other diseases.....	26. Heart.....
.....	9. Weight: <i>39 pounds 10 ounces</i>	27. Lungs.....
.....	10. Height: <i>46.5 inches</i>	28. Liver.....
.....	11. Dimensions of head: <i>20.6</i>	29. Spleen.....
.....	Chest: <i>21.1</i> . Abdomen: <i>21</i>	30. Ext. genitals.....

The second sheet of the record is left blank for a summary which forms a written résumé of the more detailed advice given by word of mouth. The following selected summaries will give a suggestion of the type of children coming to the conference and the simple language in which advice is given. All technical terms are avoided in order to bring the suggestions within range of the understanding of a mother of average intelligence.

1. (Summary of above record.) This child has thin, pinched nostrils and contracted chest, due, probably, to presence of adenoids, which make it impossible for him to breathe properly. He is over height but under weight, and is not as well developed as a child of his age ought to be, because he can not get into his lungs enough oxygen to make good blood.

This may retard his mental development, making it hard for him to keep up with his school work.

His adenoids ought to be removed and he be kept out of doors day and night, if possible. Give simple, nourishing food as per accompanying dietary.

Don't send him to school this year. Build him up first.

2. This little girl is a credit to an intelligent mother and shows the advantages of breast feeding. She is well developed, in good proportions, and seems in fine condition.

Keep her so by an out-of-door life, regular habits, simple, wholesome food. No eating between meals, no late hours nor motion-picture shows, no crowding in school work.

Her teeth need her constant care and the oversight of a dentist. Decaying teeth mean decomposing food and indigestion.

3. This baby is thin and poorly nourished. He shows that he is not getting the right kind of food. Don't waste your time and his strength experimenting. Take him to a good children's specialist and follow his directions.

He is also overclothed. The band is no longer necessary; it is full of wrinkles and very uncomfortable. Pin his shirt to diaper; also his stockings, which should be long enough to cover entire leg. He may need the short sack night and morning, but don't let his body get wet with perspiration, as it makes him susceptible to colds.

Change all clothing at night and air thoroughly. He ought to sleep only in shirt, diaper, and gown (flannelette in winter and muslin in summer). If he can sleep in a protected corner of the porch he will become less susceptible to colds. In that case make sleeping bags by accompanying pattern, only drawing in sleeves with draw string in winter to keep his hands warm.

4. This is a tiny baby and needs breast milk. Try to get your own health in better condition so that your milk will not give out. Drink milk and cocoa instead of tea and coffee, eat only simple, nourishing food, have a nap on the porch every day while the baby is asleep, and make up your mind to nurse him six months anyway. You can if you will.

Four-hour intervals will be better both for your baby and yourself.

Your doctor will help you when he sees that neither of you is in good condition.

5. James is a big, well-built boy, has good color, and seems in fine condition, except for his knees, which are too prominent, and his ankles, which are big and bulging on the inner side. He may have walked before his ankles were strong enough to bear his weight, or his food may not have contained enough bone-producing elements.

He needs careful feeding and special care to prevent a permanent malformation of the ankle and a flattened arch of the foot. Would suggest the advice of a good orthopedist in selection of his shoes and to give him any possible preventive care.

6. Abram is suffering from faulty feeding. His bow legs and roughened, flaring ribs show that his bones are not developing well, and his teeth are slow in coming, because he needs a food with more bone-producing material. Cows' milk is more like mother's milk than the manufactured food you are using. He needs a little orange juice every day. Take him to a milk station, and they will help you secure the best possible food for your baby.

7. Baby Blank seems to be a happy, well-nourished baby. She weighs more than the average child of her age, but has rather more fat than muscle. Her abdominal measurement is greater in proportion to her chest and head than is considered normal. This is probably due to distention of the intestines.

Cream of wheat, bread, and potatoes are more starch than she needs. Don't give potato under 14 to 16 months. Try strained oatmeal, cooked slowly for two hours, instead of cream of wheat, for her constipation. Give also pulp of stewed apples, peaches, or prunes every day in addition to the orange juice. A tablespoonful of beef juice squeezed from a bit of lightly broiled round steak is better for a child of her age than so much starchy food.

Teach her habits of regularity in order to overcome her constipation.

PLAYS FOR CHILDREN.

A large number of these plays have been published in leaflet form by the National Association for the Study and Prevention of Tuberculosis, 105 East Twenty-second Street, New York, and may be purchased from that association.

Plays on baby welfare.

The Better Way, by Lennie B. Arthur and Helen V. B. Elliott. Published in *The Journal of the Outdoor Life*, July, 1916. Copies of this number can be purchased from the magazine, 289 Fourth Avenue, New York City. Short two-act play; 12 characters; everyday clothes and simple stage setting. A visiting nurse shows the family of a working man how to care for a baby and helps them to solve the problems of ill health, drunkenness, and unemployment.

The Theft of Thistledown and The Narrow Door, by G. W. P. Baird, written for the Pittsburgh Baby Week of 1915. Published by the National Association for the Study and Prevention of Tuberculosis. The plays may be produced if the author is notified in advance and is sent a copy of the program.

Two one-act plays. The first has 17 characters and simple costuming and stage setting. A kind but mischievous pixie steals an earth baby and carries it to the court of the fairy queen, where he describes the horrors of the tenement in which he found it. As punishment he is condemned to live as an earth baby until mortals learn how to treat their children properly.

The second play has 20 or more characters and simple costuming and stage setting. It is an allegory in which Life and Health sit spinning while from among the children playing some are summoned through the narrow door guarded by Death.

Both plays close with appeals to the audience to see that children are properly cared for.

The Passing of the Littlest Pageant. A fantasy by Elise Williamson Pluifer. Published by the National Association for the Study and Prevention of Tuberculosis.

A short one-act allegorical play. Eleven principal characters and a large number of less important characters. Fairy costumes and simple stage setting necessary. The blind Public is shown the passage of the Littlest Pageant, the passage from fairyland to earth of a mortal baby. Mother Nature and the Dawn of Light take away the Public's bandage and he sees what must be done to keep the baby safe and well.

Well Babies, by Anna M. Lütkenhaus. Published in *Plays for School Children*, edited by Anna M. Lütkenhaus, The Century Co., New York, 1915.

Short one-act play; 15 or more characters; everyday clothes and simple stage setting. Members of a Little Mothers' League tell of their work.

Playing Visit, by Constance P. Wardle. Written for Baby Week in Slatersville, R. I., 1916. Published by the National Association for the Study and Prevention of Tuberculosis.

Short one-act play; three characters; everyday clothes and simple stage setting. Two little mothers play with their dolls, one giving proper and the other improper care, reflecting, according to an onlooker, what their mothers do with the babies at home.

Good News from Babyland, by Alberta Walker and Bernice Randall. Written for Baby Week in Washington, D. C., 1916. Published by the National Association for the Study and Prevention of Tuberculosis.

Short one-act allegory; 15 to 40 characters; everyday clothes and stage setting. Mother Dear and a troop of Better Babies explain to the bewildered Citizens of Our City what is needed to make Poor Little Things happy and healthy.

Don't Care, by Mary Walseman. Published in *New York City Baby Week Manual*, 1916. (See p. 77.)

Short one-act play in three parts; 10 characters; everyday clothes and simple costuming and stage setting. Eight health fairies come to the tenement home of Mrs. Didn't Know and her daughter, Don't Care, and show them how to care for the baby.

Plays on health, prevention of tuberculosis, medical inspection in schools, visiting nurses, etc.

David and the Good Health Elves, by Maynard Downes. Written for the Wisconsin Anti-Tuberculosis Association and dramatized by Eva Showers and Anna Costello for Baby Week in Milwaukee, Wis., 1916. Published by the National Association for the Study and Prevention of Tuberculosis. Wisconsin Anti-Tuberculosis Association must be notified if play is produced.

Short one-act play; 25 to 30 characters; simple costuming and everyday stage setting. The Good Health Elves come to David in his dream and tell him how to live in order to grow up strong and well.

Miss Fresh Air, Visiting Nurse, by Cora M. Holland and Hilda W. Smith. Published by the National Association for the Study and Prevention of Tuberculosis.

One-act play; 12 characters; simple costuming and stage setting. Mary and her mother are shown by Dr. Sunshine and Miss Fresh Air how they can drive out germs and sickness.

Five playlets by Hester Donaldson Jenkins. Copies can be purchased from Bureau of Charities, Brooklyn, N. Y. Titles of plays: Mother Goose Up-To-Date, Judith and Ariel, Our Friends the Foods, In a Tenement, Killing Giants.

Short plays of from one to three acts each; from 8 to 19 characters. The first three, dealing with health, fresh air, and foods, respectively, require the costuming appropriate for Mother Goose characters and allegorical figures of germs, foods, etc. The last two plays are on the subjects of tenements and juvenile courts, respectively; these require everyday costuming and stage setting.

The New Child, by Hester Donaldson Jenkins. Published by the National Association for the Study and Prevention of Tuberculosis.

One-act play; 10 characters; simple costuming and stage setting. A new child, Katie, comes to a tuberculosis sanatorium and is at first homesick and unhappy but is reassured by the joy of the other children in the outdoor life.

Judith and Ariel, by Hester Donaldson Jenkins. Published by the National Association for the Study and Prevention of Tuberculosis.

One-act play; 15 characters; simple costumes and stage setting. Germs of tuberculosis, helped by the imps of headache, cold, and weariness attack poor Judith. A Boy Scout, a Camp Fire Girl, and a nurse let in Ariel and her good fairies and brownies and drive the germs and imps away.

In the Forest of Arden, by Hester Donaldson Jenkins. Published in *The Journal of the Outdoor Life*, October, 1916. Copies of this number may be purchased from the magazine, 289 Fourth Avenue, New York City.

"Shakespeare adapted to a health playlet," suitable for acting by older children; two-act play; 15 principal characters and a large number of others; simple costuming and stage setting.

A Pageant of Average Town, by Nan Oppenlander. Published by the National Association for the Study and Prevention of Tuberculosis.

One-act play; 20 to 40 or more characters; simple costuming. The children, encouraged by Play, Wake-up, and Clean-up, stir sleepy Average Town to get rid of some of the bad fairies that infest it.

The Imps and the Children, by Mary Swain Routzahn and Hilda Smith. Published by the National Association for the Study and Prevention of Tuberculosis.

Short play in three scenes; 28 characters; everyday clothes and stage setting. Eight imps represent the ills which can be prevented by medical inspection of school children. A group of parents beg the school board to protect their children from the imps, who are finally driven away.

Health and His Enemies, by Dr. Murray Stone. Published by the National Association for the Study and Prevention of Tuberculosis.

Play in one scene; 7 characters; simple costuming and stage setting. The fairies of fresh air and sunshine conquer the imps of darkness, foul air, and germs in the home of Mr. and Mrs. Health.

The Friends of Health, by Elizabeth Sumner. Published by the National Association for the Study and Prevention of Tuberculosis.

Short play in one act with prologue; large number of characters; simple costuming. The play teaches how to prevent tuberculosis.

Wee Davie, by Claude Merton Wise. Published by the National Association for the Study and Prevention of Tuberculosis.

Three scenes; 6 characters; everyday costuming and stage setting. Suitable for acting by older children. Little David has tuberculosis. His mother and his friends are hoping that an operation at the new hospital will cure him, but they find that this help comes too late.

EXAMPLES OF NEWSPAPER ARTICLES ON BABY WEEK.

New York City better-baby week of 1914.

THIS IS OUTING DAY FOR MOTHERS AND BABIES OF THE CITY—BABY WEEK ENDS OFFICIALLY TO-DAY, BUT THE GOOD THAT HAS BEEN DONE IS EXPECTED TO LAST FOR MANY WEEKS—A SPONTANEOUS INTEREST AND DESIRE TO HELP THINGS ALONG HAS BEEN SHOWN BY HUNDREDS OF PERSONS.

This is the last day of baby week, but it is not the last day of the importance of the baby. Baby week has done to New York's attitude toward babies what a large, active firecracker placed under the chair of a dozing grandfather might be expected to do. Not that New York has not been alive right along to the rights of the baby, but the poignancy of the realization has heretofore been centered among certain organizations and individuals. Baby week has given every individual in New York a baby consciousness that is not likely to slumber again in a hurry.

This last day is outing day for mothers and children, and pretty nearly every steamship company in the city volunteered craft which will steam over river, bay, and ocean all day long with burdens of babies.

This afternoon at 3 o'clock Mayor Mitchel is to receive the better-babies committee at the city hall, and will tender them the thanks of the city for the work accomplished during baby week.

No request for money has been made during the entire week of the baby campaign, but members of the committee say that a little money has come in, nevertheless, and, better than money, a spontaneous interest and desire to help things along has been shown by hundreds of people. The telephone in the better babies' office in the Municipal Building has been busied all week by men and women who wanted to know "How can I help?"

Now that New York has awakened to a realization of its babies there are many plans on foot for additional baby work. It is hoped that the city will appropriate needed money for activities which have heretofore been held up for lack of funds. Only 56 milk stations are maintained by the health board, and a survey of the birth and death rate, block by block, shows that at least 75 are needed. Workers among the mothers of children have found that many babies die because of ignorance of the mother in regard to proper care of herself, and nurses regard the prenatal work as one of the strongest and most necessary factors in a better baby campaign. There are at present, however, only 6 nurses doing the prenatal work; 40, according to health board workers, would be none too many.

We want every mother in New York City to feel that she can come to the health board for help just as freely as her children go to the New York City better baby week.

To-day is Little Mothers' day, and in every school in the city the mayor's proclamation to the school children will be read and the kindergarten and first-grade classes will take the pledge to the baby:

I pledge to be a baby's friend
And everybody tell;
Clean air, clean clothing, and clean food
He needs to keep him well.

It is a particularly proud day, too, for the Little Mothers, for they are to have special exercises in a score or more of public schools. Of course you know who the Little Mothers are. At least you would if you had ever tried walking down the street with your baby dressed all wrong or if you had carelessly let him have a lollipop to suck, or perhaps a baby pacifier. I guarantee that you would not go 5 steps before a little fury would stand in your path and with blazing eyes and imperious mien demand that you take off those tight wrappings or throw away that pacifier.

Special lectures are given each year near the close of the school to these Little Mothers by board of health physicians, who tell them just how to dress the baby, how to bathe baby, how to feed him, and all the many other "hows" which mean a better baby.

An article sent out by the Department of Health of the State of New Jersey.

BABY WEEK AND AFTER.

The State department of health desires that the interest aroused by the celebration of baby week shall not be in vain. An article entitled "Baby week and after," in the March number of its monthly bulletin, Public Health News, which has just been issued, points out the method by which this interest may be utilized for the benefit of the community. The article reads as follows:

Now that great interest has been aroused in babies through the celebration of baby week in more than 2,000 communities throughout the country, what is to be the outcome? Unless this interest becomes crystallized into definite measures for the better care of babies, much of the value of the celebration will be lost. With lessons taught during baby week fresh in mind and while the baby is still in the lime-light, immediate steps should be taken to insure permanent results.

The first step for the protection of babies in a community is to secure accurate knowledge of the present situation. The inquiry to gain this knowledge should include the number of babies born each year, the number dying prematurely, the causes of death, the living conditions of the people, and other factors that contribute toward causing death or the impairment of health in those that survive. The subjects of inquiry should also include the facilities for remedying these conditions, such as the number of visiting nurses to be employed, consultation stations and their location, the milk supply, and other agencies or factors that affect infant health and welfare.

The best results may be expected to follow where the week's campaign has led to the formation of a committee to take stock of the

community's equipment for the conservation of infant life and to determine the additional equipment necessary to fulfill the community's obligation to its helpless infants. A community has a responsibility to prevent disease, defectiveness, and deformity, as well as death among its babies.

A committee to conduct this study should not be so large as to be unwieldy, yet it should be large enough to represent the various vital interests of the community. The board of health should be represented, because it is the power charged with the protection of the people's health—the health of infants as well as of adults. The board of education should be represented, because it is particularly charged by the laws of New Jersey with the protection of the health of school children, and no program of infant conservation is complete unless it includes or is coordinated with the conservation of older children. The chamber of commerce or board of trade should be represented, because the conservation of infant and child life is of great economic significance. The philanthropic organizations should be represented, because through them are expressed the higher and more benevolent impulses and aspirations of the community. The women's organizations should be represented, because the care of babies is largely a woman's problem.

A committee thus constituted will command the respect and confidence of the people and, if its investigations and deliberations are given wide and extended publicity, its recommendations will most surely be adopted as a community program sooner or later. Such a committee, if persistent and insistent in its work, can put squarely up to the municipality the responsibility for discharging its obligations toward the people in the care of infants in such a way that there can be no side-stepping or dodging the proposition.

Under the stress of war, facing the necessity of conserving infant life to make up for a lower birth rate and to replenish the waste of battle, the European Governments are now taking active measures for the protection of infants and children. It is the part of wisdom to give heed to vital questions before stern necessities force them upon public attention. In America there should be no waiting for war to devastate the land before adequate measures are adopted for the conservation of infant and child life. If such a peaceful campaign as the baby-week celebration leads to the development throughout the country of the kind of care and nurture a community should give to its children, this may be taken as a measure of the strength of the American Nation and as evidence of the permanence of American institutions.

MESSAGE TO FATHERS.

Letter adapted from message sent out during Pittsburgh's first baby week.

Tradition has in the past left all the care of the baby to the mother. The conditions of our present-day society require that, in addition to providing food, shelter, and other material things, the father must share with the mother the responsibility for the health of his baby.

The following are some of the things that he should understand or do:

He should understand the importance of prospective mothers having good care and advice at as early a period as possible so as to insure the health of the mother and protect the coming baby.

He should see that the mother has adequate care during and after the birth of the baby, so that the mother's health may be continued or restored as quickly as possible, both for her own sake and that she may be able to give proper care to the baby.

He should know the importance of the mother nursing her baby. Breast-fed babies have a much greater chance of living and becoming strong, healthy children than have bottle-fed babies. This is so important that anything that would alter or lessen the mother's milk supply, such as overwork, excitement, shock, or worry, should be avoided.

If, after every effort is made, the mother's milk supply is not adequate, the father should know that clean, fresh cows' milk is the best substitute, and should see that the baby gets such milk and that the mother has the advice of the doctor on its preparation.

He should know that nearly one-third of all infant deaths occur as the result of digestive disturbance brought on chiefly by faulty feeding.

He should know that soothing sirups are dangerous, that pacifiers are both needless and injurious, that the baby needs rest and regular hours of sleeping, and should not be kept up late nor handled too much.

He should know the importance of good surroundings to the baby. The baby needs fresh air and sunlight as much as any plant. Like a plant, the baby will droop and die if kept in a dark, close room, deprived of nature's best health tonics—fresh air and sunlight.

Cleanliness in and about the home is even more important to the baby than to the adult. Baby can not protect itself against dust, dirt, and flies. Flies bred in the open garbage can or in the rubbish heap in the yard may carry germs to the baby's mouth or milk and cause diarrhea or other diseases.

The father should not fail to have his baby's birth registered at the health department. A certificate of birth will be necessary for school attendance, going to work, inheritance, and citizenship.

Lastly, every father should know of and take an active part in promoting conditions in our city which will give every baby a better chance. Some of these things are better industrial conditions, better housing, improved municipal sanitation, improved milk supply, milk stations, and visiting nurses, settlements, nurseries, and other agencies for the protection and conservation of infant life. He should know what his own health department is doing.

Message to fathers, published by Rhode Island State Board of Health for baby week, 1916.

As to that baby of yours. Whatever you may think about it, it is a good baby if you will give it a chance to be. It is *your* baby, and you want it to be strong and healthy. If it is cross or cries and it is sickly, there is a reason for it, and it is a part of your duty to

see why. Don't leave it all to the little wife. It is "up to you" to see that the kiddy gets all that nature intended for it, just enough and no more.

First, *good food*. What is that? Why, the mother's own milk that belongs to it—the breast milk. But for her to give good milk to the baby she must be kept strong with proper food for herself, not worked so hard that she is tired all the time. Remember she has the care of the house, the laundry, the sewing, to say nothing of the baby, and he has to be fed pretty often, and it keeps her at home a good deal. Yes; and she has to see that your meals are properly prepared, and ready on time. Perhaps she does get tired sometimes, and fretty. Perhaps you would. All day you have had a change from the monotony of the house, even if you did work hard. If the wife is tired and cross, give her half a chance to get rested and happy. *Help a bit*. Forget your own grouch; leave your worries at the shop or office. Just notice that if she is cheerful it helps you a lot. If you try to be cheerful wouldn't it help her? Yes; and that means the baby. Excessive excitement, shock, or worry worries the milk, and that worries the child; and then it cries, you lose your sleep, and that worries you.

If the mother has not enough of her own milk to keep the child well and have it gain a little in weight each week, see that it gets *the cleanest milk that you can find*. You will not usually get such milk in stores. If you want to get good milk, ask the milk inspector in the city or town or ask the health officer or the president of the town council. Help the wife to keep the milk bottles clean, also the bottles, pitchers, or cans that you buy the milk in, and also the bottles and rubber nipples that the baby uses. A little sour milk will spoil fresh milk. Find a cool, clean place to keep the milk and make a little refrigerator out of a grocery box, a tin pail, and some sawdust. The board of health will tell you how. A small piece of ice will keep the milk sweet and perhaps save the baby's life in the summer. You don't want the baby to have bowel trouble, colic, or pains, and to be crying all the time because you give it dirty or sour milk. How would you like it yourself? Remember that milk is the only food, except some of the prepared baby foods ordered by the doctor, that the little chap is allowed to eat.

Remember that nature does not give the baby any teeth at first. Its stomach can not digest or take care of solid food. When the body is ready to use solid food nature will supply the teeth; so don't you feed it on sausage, cabbage, candy, and everything or anything that it sees on the table. If you do, it will cost you money for the doctor and perhaps the baby's life.

Do you know that nearly one-third of infant deaths occur because the baby is not properly fed? In Rhode Island one out of every eight babies born dies before it is 1 year old. Why? Some die because the mother was not strong before the baby was born, was overworked perhaps, did not have sufficient proper food and plenty of change and fresh air, but most of the babies die so young because they are not properly fed. Many pine away for the want of sunlight and fresh air. Did you ever see a young plant grow in a dark room and without plenty of air? Remember that babies are tender, and it takes very little to change them for better or for worse. Some pine away and die because they are given soothing sirups to keep them from

crying. If the baby cries continually, find out the reason. See the family doctor or go to the clinic at the hospital between 9 and 10 o'clock. Don't jounce him up and down like a milk churn, and don't pull him out of a sound sleep to show the callers what a likely chap he is. If he does not get sleep enough, he may not continue to look so much like father's family.

Keep the flies away from him and from his food. They have just come from the garbage heap and may give the baby diarrhea and bowel trouble. Mosquito netting does not cost much. It keeps the mosquitoes away, too, and gives the baby a chance to sleep.

Don't let him crawl around on the dirty floor and beat up the carpet and fill his throat full of dust which you have brought in from the street on your shoes.

There is one thing you can do all by yourself. Make it your duty right away after the baby has arrived to see that the birth has been reported by the doctor to the city registrar or town clerk. Why? Because you or the child may have to prove his age in order to get work when he is 14 years of age; or it may be necessary to prove his age to vote, or to get married, or to show that he is a citizen of the United States and can not be drafted into a foreign army; or there may be money or property coming to him. "Nothing doing." Can not prove that such a person was ever born. Father and mother and relatives are all gone, *but* the record will show *who* was born and when and where. Go yourself to the record office and see that the doctor has reported the birth. Although the law requires this, yet many doctors forget to do it. Is not the little chap worth that small trouble? Yes; there are a lot of don'ts, but give the baby a chance before it is born, and then a "square deal" afterwards, good food, plenty of sleep, and plenty of air.

"SAVE THE KIDDIES."

Think it over, then do it.

STORIES PUBLISHED IN A BABY-WEEK LEAFLET AT GRAND RAPIDS, MICH.

A Moribund Baby.

It was a shocking little skeleton of a body that Mrs. Brown undressed and laid across her knees at the city clinic. Too weak to hold up its head and too lifeless to notice anything or anybody, its body lay there limp, every tiny bone pitifully distinct, the little legs bowed and curved. Mrs. Brown seemed pathetically hopeless herself, but she answered straightforwardly all the questions put to her by the businesslike but kindly nurse. Yes; she had weaned him a few weeks after birth. That was a dangerous thing to do! Why, she knew lots of girls who brought their babies up on bottles; and it was such a nuisance to nurse him. No; she hadn't given him modified cows' milk; he seemed to like condensed milk better, so she let him have that. She wished she'd known cows' milk was better for him; but no one told her, and how was she to know? When he began to have solid food he sat at the family table. Oh, most anything. Coffee, sometimes, and a little tea, fried eggs, ham—anything he liked. No; he wasn't outdoors much, hardly at all; in fact, just when she went visiting twice a week or so. My, no! They didn't have a separate

bed for him; he slept with them, and her husband would have 40 fits if she opened the window at night.

A commonplace recital—how commonplace only nurses know. How Mrs. Brown's face lighted up when told that with careful nursing there was a chance for her baby, and how eagerly she promised to follow faithfully each one of the simple directions which the nurse gave her. For her ignorance Mrs. Brown had almost paid, and many mothers do pay, with the baby's life. But was she entirely to blame?

Prepared for Business, not for Motherhood.

All the girls in the building took an interest in Anna S.'s marriage. Anna had been an office girl for six years, and besides being valued by her employers for her intelligence and efficiency was a general favorite with the other girls. So, when Romance and a Fairy Prince came to Anna the girls were ungrudgingly glad that the Prince held a good business position, and that Anna could have many little luxuries that she had never allowed herself before. Their interest in her simple trousseau was unbounded and kindly, and when they finally waved her good-by after the ceremony at her aunt's house no one of them, least of all Anna herself, suspected that she was lacking in the most essential preparation of all.

The prospect of a baby brought only happiness to Anna, and she set about making the little outfit with all a young mother's delight. The materials she purchased were dainty and expensive, but not one practical or useful article was to be found when the layette was finished. The baby came, fat and well nourished. She tried nursing him, but it was painful, and, ignorant of the proper care of herself and of the danger to her baby, she weaned him after a couple of weeks. The new food, adopted at the suggestion of interested neighbors, did not agree with the baby; she changed to another, then another, and in desperation to still another. Gradually the baby lost weight, grew paler and weaker, and finally fell dangerously ill. A physician was called, and when instead of medicine he prescribed only a wet nurse, Anna's one cry was: "Nothing would have made me wean my baby if I'd known how dangerous it was. Why was I never taught?" Why wasn't she?

Criminal Ignorance.

"No wonder your baby doesn't retain her food, or sleep, or gain in weight; you wouldn't either if you were bounced and jiggled as you bounce and jiggle her." And the nurse proceeded to instruct Mrs. T—— in the simple fact that babies, even more than kittens and puppies, must not be handled but allowed to sleep and eat with perfect regularity. But nobody had told Mrs. T—— this, and in hope of making her "smart" the baby was played with and talked to continually and wakened and shown to admiring relatives and friends until her delicate nerves were all aquiver and she became a very sick baby indeed. There are thousands of young women in the country who are just like Mrs. T——, and for the sake of themselves, their children, the citizens of to-morrow, and society, they must be educated in motherhood before motherhood catches them unawares and unprepared.

**A LIST OF CRADLE SONGS, ETC., PUBLISHED BY THE
NEW YORK CITY BABY-WEEK COMMITTEE.**

SONGS FOR HIGH OR LOW VOICE.

Cradle song, Rockaby Baby	Norris.
Sleep, Little Baby of Mine	Dennes.
Mighty Lak a Rose	Nevin.
Baby's Boat's the Silver Moon	Gaynor.
His Lullaby	Carrie Jacobs Bond.
"Des' Hol' My Hands To-night"	Carrie Jacobs Bond.
Cradle song	Kate Vannah.
Sing, Smile, Slumber	Gounod.
Go to Sleep	Fisher.
Cradle song	Franz Ries.
Mammy's Song	Sydney Homer.
Curly Headed Baby	Hudson.
Cradle song	Schubert.
Sweet and Low	Barnby.
Hindu lullaby	Harriet Ware.

PIANO SOLOS.

Brahms Slumber Song, opus 117.
Chopin Slumber Song.

VIOLIN SELECTIONS.

Berceuse	Jocelyn.
Slumber Song	Arranged by Kreisler.

TWO OPERETTAS.

Boy Blue.
Whole Year Round.

SONG COLLECTION ABOUT CHILDREN.

Cradle Song of Many Nations	Katharine Wallace Davis.
Kittie Cheatham—Her Book.	
Cradle songs—16 vocal and 11 piano	John Church Co.
Stevenson, Child Garden of Verses	Music by Nevin (Scribner's).
Songs of Childhood, Eugene Field	Music by De Koven (Scribner's).
Kindergarten Chimes	Kate Douglas Wiggin.
Songs of a Little Child's Day	Eleanor Smith.
Song Echoes from Child Land (contains two mothers' hymns)	Harriet Jenks and Mabel Rust.

CHORUSES, WOMEN'S VOICES.

Brahms Cradle Song.
Jakobowski Lullaby from Erminie.
Gaelic lullaby, Victor Harris; quartet mixed voices.
Lohr Slumber Song; mixed voices.
Sweet and Low, Barnby; mixed voices.

**NEW YORK CITY BABY WEEK. BABY SABBATH, MAY
6; BABY SUNDAY, MAY 7.**

A Prayer for the Babies.

[By Walter Rauschenbusch.]

O, God, since Thou hast laid the little children into our arms in utter helplessness, with no protection save our love, we pray that the sweet appeal of their baby hands may not be in vain. Let no innocent life in our city be quenched again in useless pain through our ignorance and sin. May we who are mothers or fathers seek eagerly to join wisdom to our love lest love itself be deadly when unguided by knowledge. Bless the doctors and nurses and all the friends of men who are giving of their skill and devotion to the care of our children. If there are any who were kissed by love in their own infancy but

who have no child to whom they may give as they have received, grant them such largeness of sympathy that they may rejoice to pay their debt in full to all children who have need of them.

Forgive us, our Father, for the heartlessness of the past. Grant us great tenderness for all babies who suffer and a growing sense of the divine mystery that is brooding in the soul of every child. Amen.

LETTER DESCRIBING ARTICLES FOR CARE AND AMUSEMENT OF YOUNG CHILDREN SHOWN IN THE BOONTON (N. J.) BABY-WEEK EXHIBIT.

My "Grandmother's Nursery" is original, and was planned for the care and instruction of my seven grandchildren from materials which come into every home daily and are usually thrown away. This nursery was exhibited during baby week at Boonton, N. J., as an incentive to the older children.

My grandchildren are from 1 to 7 years old and spend some time each year with me, so that I felt the need of occupation and instruction for them while here. The things are made from flour, sugar, salt, and feed bags, packing cases, and glass containers. All the little toilet jars and soap dish on the baby stand which holds the conveniences for daily bath are bottles with screw tops, enameled, and hand decorated. The mantel ornaments and desk fittings are tin cans, cocoa boxes, and sardine boxes enameled and decorated with hand decorations or with Greek figures cut from the magazines.

The rugs are from partially worn underwear, dyed, then braided or crocheted. The dolls are made from the tops of stockings and the tops of long kid gloves. The box of wooden sticks is made from the wooden handles given out by many stores to carry packages with; the wire has been removed and they have been dyed the primary colors and are used to teach color and to string like beads. The needle used for this and for weaving on the little frame is made from the key which comes with the sardine can.

The pictures are from the Sunday supplement and magazines and are all copies of good pictures. The tether ball and punching bag combined (this is for small people) is made from dyed cotton flannel with a netted covering and tassel. The square with the Dutch figures is a table cover made from a flour bag; the figures, which are cut from blue merino and hemmed on, show some of the industries of Holland.

The little pair of curtains on the screen are made from two flour bags, with crocheted edges of the wrapping cord that comes around groceries. The little figures on them are traced with colored crayons from toy books. The little spread has the animals and children's stories done in oil crayon and pressed with a warm iron on the wrong side, which makes them indelible. It is made from sugar bags and joined with cord the same as the curtains.

The waste-paper basket is a small-size peach basket, enameled and decorated. The baby stand is a cheese box and its lid. The desk drawers are all cocoa boxes. The mattress was stuffed with the excelsior which came in the crates and boxes and the shavings from the carpentering, with a thick cotton pad on top.

Every clipping from the sewing went into the stuffing of the dolls. All ends saved from the lumber were planed and sandpapered for building blocks. The children like my blocks best; they call them real wood.

The books are made from heavy wrapping paper, with pictures cut from the advertisements of magazines. The bedtime stories are clipped from the evening paper. The children hunt and cut out their own pictures to suit the story. The grocery order book which they use in playing store is from the pictures and labels that come on canned goods, biscuits, etc., with their market price written below. They tell me from the pictures what they have in stock. I write my order and price on a pad which they copy. In this way they learn to read writing, write, spell, make figures, and add, and learn the market price of each commodity.

I did most of this work when I had one or more of my grandchildren with me, and worked on their clothes at the same time. I am 50, keep no help, do the work for a family of three. I argue that an interested child is a busy child, and a busy child is a good child. The description of the pad on the desk is for my grandson of 7, and is decorated in this manner: Uncle Sam looking at the signers of the Declaration of Independence, a picture of the evacuation of Boston, the American eagle, the Stars and Stripes, Washington, and Grant.



ILLUSTRATION NO. 1.—BABY WEEK WAS CELEBRATED ON
INDIAN RESERVATIONS.

Reproduced from "Indian Babies, How to Keep them Well," published
by the Office of Indian Affairs, Department of the Interior.



ILLUSTRATION NO. 4.—EXAMPLES OF BABY-WEEK PRINTED MATTER USED IN DIFFERENT TOWNS.

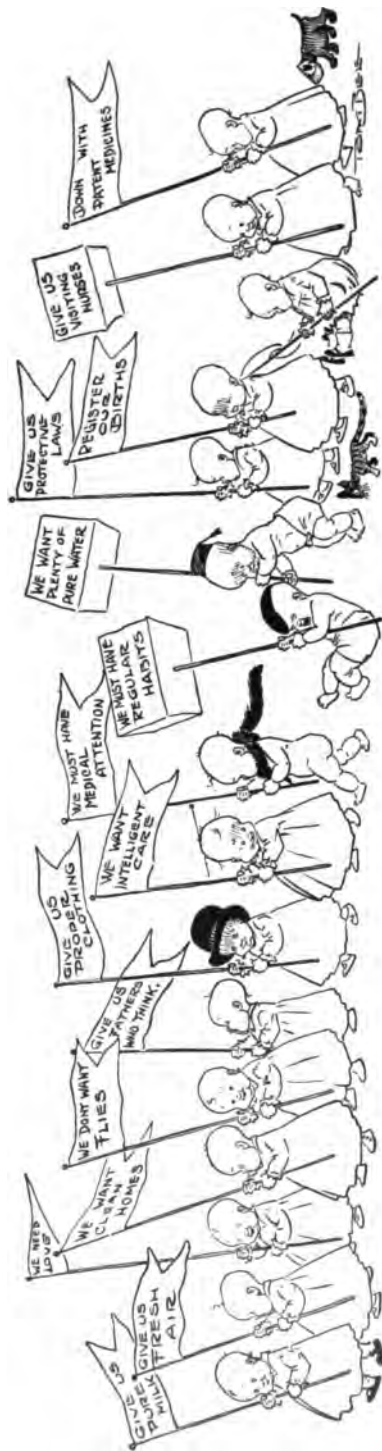


ILLUSTRATION NO. 5.—A BABY-WEEK NEWSPAPER CARTOON.

Reproduced by courtesy of Baltimore Evening Sun.



ILLUSTRATION NO. 4.—EXAMPLES OF BABY-WEEK PRINTED MATTER USED IN DIFFERENT TOWNS.

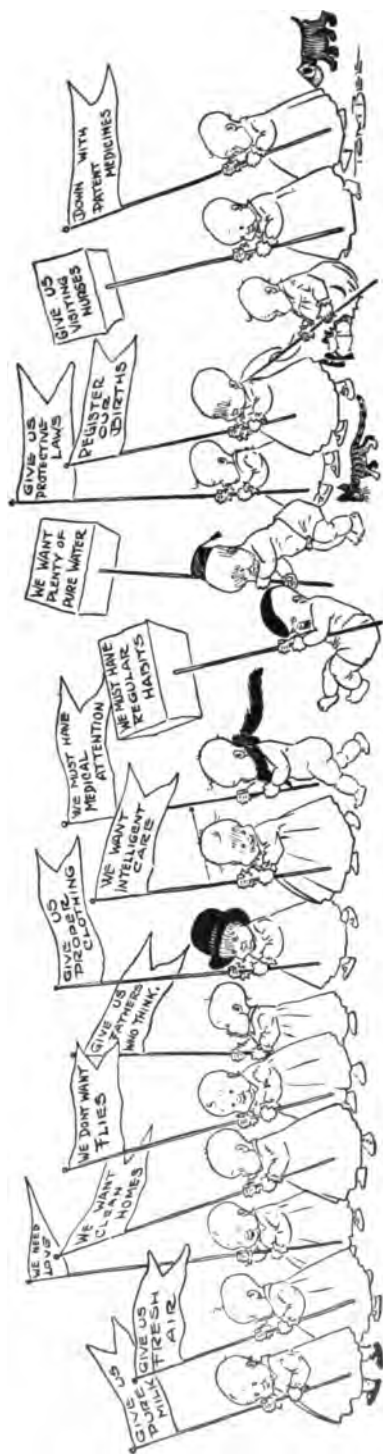


ILLUSTRATION NO. 5.—A BABY-WEEK NEWSPAPER CARTOON.

Reproduced by courtesy of Baltimore Evening Sun.

**IF GROWNUP FOLKS
WOULD ONLY THINK
HOW OFTEN
BABY
WANTS
A DRINK !**



ILLUSTRATION NO. 6.- THIS PRIZE-WINNING POSTER IN A NEWSPAPER CONTEST WAS MADE BY A SCHOOLBOY. THE PICTURE WAS CLIPPED FROM A MAGAZINE; THE GLASS, BOTTLE, AND LETTERING WERE DONE BY HAND.

Reproduced by courtesy of Baltimore Evening Sun.



ILLUSTRATION NO. 7.—ONE METHOD OF ADVERTISING BABY WEEK USED IN HELENA, ARK.



ILLUSTRATION NO. 8.—ATTRACTIVE LESSONS ON AN UNPLEASANT SUBJECT.

Designs used for posters and pasters issued by the New York Association for Improving the Condition of the Poor. Design shown at the right won first prize among public-school children of New York City.



ILLUSTRATION NO. 9.—SUGGESTION FOR A FATHERS' DAY LEAFLET.

From The Chautauquan, Valley City, N. Dak.

BUREAU OF VITAL STATISTICS
DIVISION OF HEALTH
CITY OF CLEVELAND

Certificate of Birth Registration



This Certifies that, a certificate of birth is on file at this
office bearing the name

Born at _____ Father's name _____

on _____ 19____ Mother's name _____

No. of certificate _____

— GE Harmon —
Register

Signed — R. H. Bishop, Jr. —
Commissioner of Health

ILLUSTRATION NO. 10.—THIS CERTIFICATE, PRESENTED TO THE PARENTS OF EVERY NEWLY REGISTERED
BABY IN CLEVELAND, STIMULATES INTEREST IN BIRTH REGISTRATION AND THE REPORTING BY
PARENTS OF UNREGISTERED BABIES.



ILLUSTRATION NO. 13.—WELL-ARRANGED EXHIBIT OF FOOD FOR YOUNG CHILDREN, AT ERIE, PA.

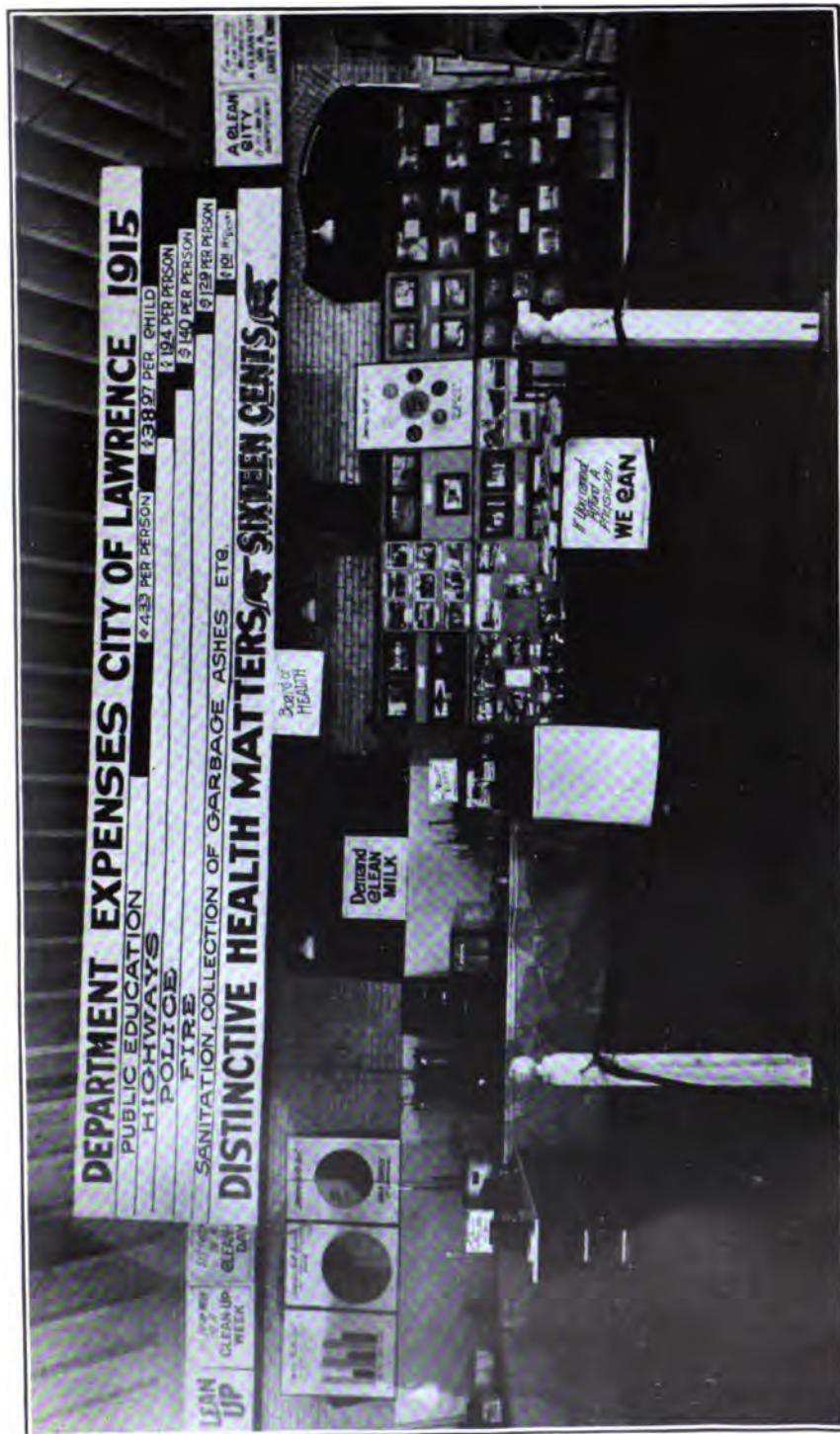


ILLUSTRATION NO. 14.—A PUBLIC-HEALTH EXHIBIT FROM LAWRENCE, MASS.

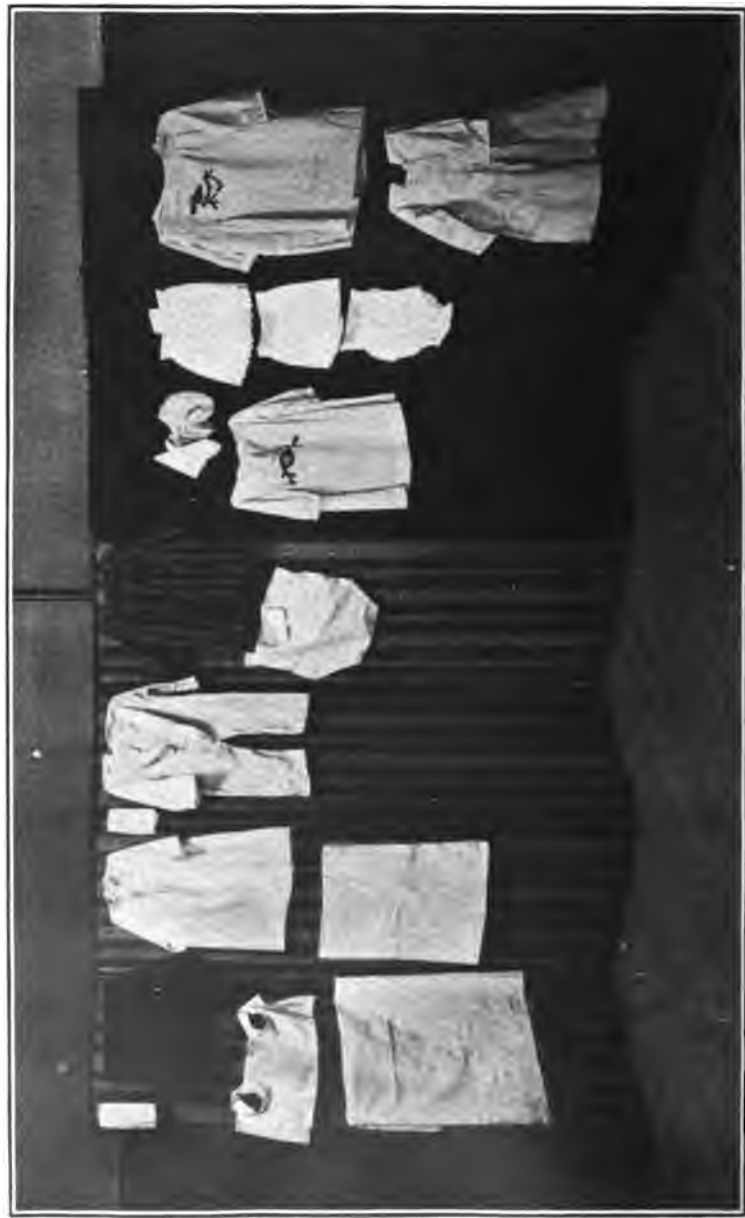


ILLUSTRATION NO 15.—CLOTHING FOR A LITTLE GIRL AT MINIMUM COST, EXHIBITED AT BOONTON, N. J.



ILLUSTRATION NO. 16.—HOMEMADE ARTICLES FOR THE CARE AND AMUSEMENT OF YOUNG CHILDREN, EXHIBITED IN BOONTON, N. J.



ILLUSTRATION NO 15.—CLOTHING FOR A LITTLE GIRL AT MINIMUM COST, EXHIBITED AT BOONTON, N. J.



ILLUSTRATION NO. 16.—HOMEMADE ARTICLES FOR THE CARE AND AMUSEMENT OF YOUNG CHILDREN, EXHIBITED IN BOONTON, N. J.



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